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Columbia Missouri

VOL. X

DECEMBER, 1924

NO. 10

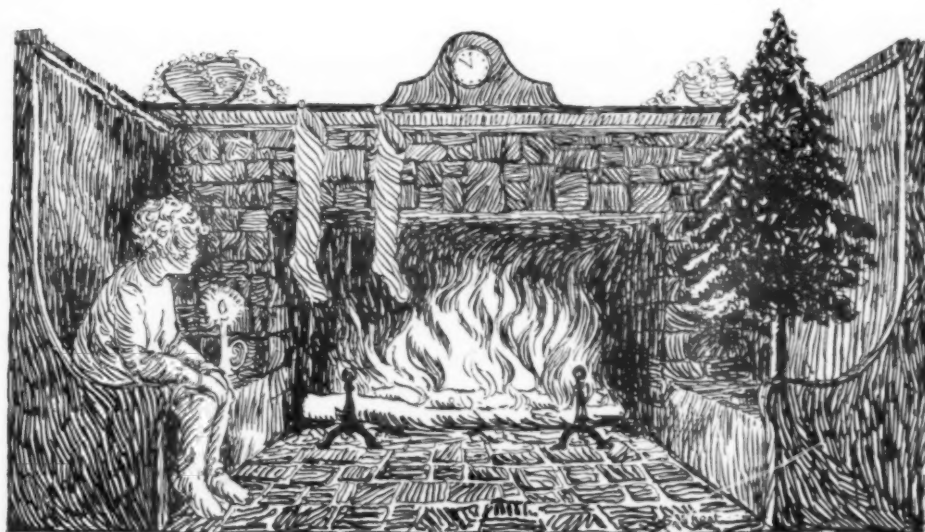
CHILDHOOD

*THE SHEPHERDS on Judean hills their silent watches keep;
With aching hearts they see their kind as helpless as their sheep;
With hopeful hearts they long for one His human flocks to keep.
In countries far the sages sit, pensive, with eyes a-ground,
Thought-centered on a troubled world where growing wrongs abound,
With yearning souls a-thirst to know the place where Truth is found.
A sudden light from vaulted gloom turns shepherd's night to day;
To wisdom's wearied eyes a star points out the long sought way—
And paths of sage and shepherd met where Holy Childhood lay.*

* * * * *

*The humble folk, the wise, the good whom lust has not beguiled,
In cradles see a better world which wrong has not defiled—
But Herods shudder when a star shines on a holy child.*

—T. J. W.



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. X

DECEMBER, 1924

NO. 10

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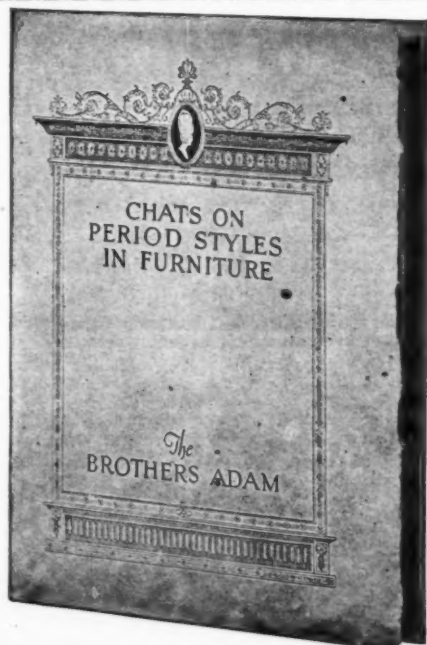
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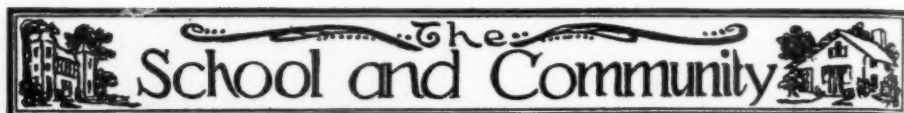


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TWENTY-THOUSAND WITH A PERENNIAL CHRISTMAS SPIRIT

NEARLY 2500 pages back in the files of *THE SCHOOL AND COMMUNITY*, on the first editorial page of the first number, we said "*THE SCHOOL AND COMMUNITY* belongs to more than 14,000 of Missouri's teachers; we want to take into our partnership the 6000 others to work for the good of each and for the common good." We have reached this goal. This issue will reach more than 20,000 of Missouri's teachers—not all of them yet—but so nearly all that we marvel at the number. What other group is so nearly 100 per cent. loyal to itself? What other group can boast that such a large proportion of its members is glad to make an effort to accomplish the good of all?

It is not mere sentimentality to assert that no other profession lives the spirit of Christmas so nearly the year around as do the teachers. The Christmas spirit is the giving spirit—the true teacher gives her all to her profession. The Christmas spirit turns itself toward childhood. Even the pagan ceremonies directed themselves to the return of new life to the earth, and under the Christian era Christmas points to an expanded, growing, all-inclusive and completely-meaningful life. Such is the life to which the teacher directs her efforts—the returning life of the race, the new life of today, the budding life of tomorrow, the physical, the mental, the moral and spiritual life of humanity. To none is Christmas more meaningful, for in none does it find a more complete epitome of its meaning.

May we at this Season of Giving rededicate our lives to the spirit of "The Great Teacher" who, realizing His power, refused to use it merely to satisfy His appetite, or to establish fame for Himself, or to build up a world empire, but who turned from all of these possibilities to devote His life to the betterment of humanity and who "gave His life as a ransom for many."



EDITORIAL

IF HAVING the courage of one's convictions is meritorious, Superintendent Lee's refusal of the presidency of the M. S. T. A. is worthy of our warmest compliments. If added to the virtue of courage is soundness of conviction, Mr. Lee has rendered a real service to the Association by breaking a tradition which if continued might at

SUPERINTENDENT LEE BREAKS ANOTHER PRECEDENT

sometime bring about an embarrassing situation. We regard Superintendent Lee's action as both courageous and sound. We may for the sake of idealism think of the office of state superintendent of schools as a professional office, but the fact remains that it is strictly political in its constitutional and legal phases. Only the character of the incumbent determines whether it shall be conducted on a professional or a political basis. Mr. Lee's statement that the office is a political one was, therefore, simply a statement of an unpleasant fact.

Another reason for his refusal which seems to be a good one and which may have been in the Superintendent's mind though it was not voiced, is this: lately, there has been much cooperation between the office of the State Superintendent and the State Teachers Association. Large sums of money have been appropriated by the teachers to carry on co-operative enterprises with the Superintendent's office, for example, the revision of the courses of study and the school survey which are now underway or being completed. Official connection with the Teachers Association might make these appropriations appear to be for the purpose of promoting personal ambitions on the part of the State Superintendent.

The honor of being president of so great an organization as is the M. S. T. A. is not to be despised and to refuse it is to refuse a recognition which hundreds of good teachers covet, but we believe that Superintendent Lee has done a manly act,

set a wholesome example and broken a custom which was fraught with danger to the cause of education and professionalism.

THE ACTION of the Association in electing Miss Ella Victoria Dobbs as its president may be regarded as a just recognition of two deserving and not always properly recognized elements of the M. S. T. A., the classroom teachers and the women. One happy and com-

A CLASSROOM TEACHER IS OUR PRESIDENT

mendable fact connected with the matter is that while these interests were served neither of them was put prominently forward as a reason for the selection. Miss Dobbs was elected not because she represented these two classes which unquestionably deserve prominent representation on the official roster, but because of her recognized ability as an executive, her personal character, and her service to education in all the fields that she has touched.

Miss Dobbs has been officially connected with the M. S. T. A. before, having served as a member of its Executive Committee for three years. She has also rendered high service as a member of various other committees of the Association. She is prominently connected with the N. E. A. and has for several years been the moving spirit in the National Council of Primary Teachers, having been active in the organization of that body and having served for several years as its president. She is an official in the National organization of Pi Lambda Theta the national honorary sorority of women educators. She is an authority on primary hand work and has contributed copiously to the literature of that subject.

Her selection was a most happy one from the point of view of all and we confidently predict that her administration will witness the continued growth of the Association in its unselfish service to the cause of education, for Miss Dobbs is a

teacher whose whole life has been and is characterized by untiring, sane and unselfish work.

WE AND ALL the people of our district will soon be sending our Christmas greetings and our gifts. Emblems, they are, of our good wishes, our hopes and of all the loving sentiments which characterize this season of the year. Let us not forget that He who brought

MAKING OUR GIFTS UNIVERSAL

Christmas with its better meaning brought with it the heart of love to the unfortunate, the hand of hope to the helpless and the message of brotherly love to the whole world. His message was not to his friends alone. His love not to his immediate associates alone. His deeds of kindness were not merely to those who might return to him similar acts. Every expression of His heart had a meaning for the world, His every deed carried with it not only a kindness to the direct recipient but a larger implication, a wider application and a deeper meaning which became a universal kindness with a world-wide application and an age-long meaning.

One way by which our gifts and greetings may partake somewhat of this universality is to let each letter and each package bear the silent but expressive testimony of our interest in the unfortunate ones who suffer or may suffer from the "white plague." The little stamp bearing the double-barred cross, the Tuberculosis Christmas Seal, tells the recipient of your letter that your heart is helping in the fight for a more abundant life, that you are contributing your mite toward the eradication of a disease that blights the lives of childhood, brings manhood to a hopeless noon-day and disappoints the holiest aspirations of womanhood.

Teachers should be especially proud of their efforts to combat this disease for to them, in Missouri, is due the largest share of credit for its reduction. On another page is given some figures which show how successful has been the battle in Missouri.

Let us as teachers "carry on" by observing Health Week and by encouraging everyone to buy the little "Xmas Stick-

er" which began its battle several years ago among the Scandinavian hills far away and which has extended its influence to the remotest corners of the earth, and which, we believe, will eventually eradicate Tuberculosis and help to usher in the reign of Him who said "I come that they might have life and that they might have it more abundantly."

IN THE NOVEMBER number of **THE SCHOOL AND COMMUNITY** we published an editorial under the title "The Paul Revere of the Plutocrats." This editorial, in the opinion of one member of the Missouri State Teachers' Association, who was frank enough to tell us plainly what his opinion was, was "unfortunate and

THE CHILD LABOR AMENDMENT

harmful to a worthy cause." We thank the writer of this criticism, because we appreciate that kind of readers and for the further reason that after reflection (which should have come before publication) we agree that there is certainly little to be gained, and possibly much to be lost by the publication of a reflection upon the sincerity and motives of those who oppose the things for which the teachers stand. We are apt to see the justness of our cause so strongly that we become blinded to the rights of other people to express contrary opinions, and impatient with people who because of different financial and social interests are naturally out of sympathy with the masses.

On the other hand, we believe that there is too much wishy-washy, namby-pamby, milk and water material spread on editorial pages. There is little to be gained by wasting ink and white paper in discussing incontroverted questions and dealing in platitudinous generalities.

After allowing for generosity and the rights of others to oppose our own opinions, we are constrained to wonder why men of the calibre of Dr. Pritchett and Dr. Nicholas Murray Butler appear never to rush into print except to oppose some progressive measure. To hear these men talk, one would think they were the original champions of personal liberties and states' rights. It seems certain that they rally quickly to the call of capital and respond not at all to what appears to be the in-

terest of common people. They are the greatest living exponents of the status quo in matters educational and to say this is simply saying what we believe their recent pronouncements justify.

Both have attacked public education. About a year ago, Dr. Butler in speaking against the prohibition amendment in general and the Volstead Act in particular, accused the schools of being the greatest force in the encouragement of lawlessness. Sometime previous to that, Dr. Pritchett, issued his report of the Carnegie Foundation for the Advancement of Teaching in which he deplored the "mounting cost of education" and more than inferentially advocated the curtailment of higher education. Both have attacked, and as we think, misrepresented the Sterling-Reed Bill, and now both are attacking the proposed Child Labor Amendment.

As to whether these men are moved by other than the highest patriotic sentiments, we of course do not know and do not pretend to say. Dr. Pritchett in addition to being President of the Carnegie Foundation for the Advancement of Teaching, is a high official in one of the largest railroad companies of the country and might reasonably be expected to take the side of the employer of labor rather than that of the common people. Dr. Butler is one of the trustees of the Foundation Fund and an official in The New York Life Insurance Company. His associations would justify one in assuming advance that he would be on the same side of the question with Dr. Pritchett.

In Dr. Butler's recent attack on the proposed Child Labor Amendment, he takes the same position as that taken by Dr. Pritchett, namely that it is a question of state or personal rights, and under the title "The New American Revolution" sets forth the danger of this and similar legislation. Unlike his colleague however, he accepts the logical trend of his argument and launches an attack against not only the proposed Child Labor Amendment, but also the Prohibition Amendment, the Woman Suffrage Amendment, the Income Tax Amendment, and the Amendment giving the Negro the right to vote. The Income Tax Amendment is blamed by Dr. Butler as offering the rev-

enue by which a federal department of education in the President's Cabinet would be financed. It is easy to see after we read between the lines, that this amendment, in Dr. Butler's opinion, also made possible the Prohibition Amendment which deprived the Federal Government of large revenues and made it possible for this loss to be made up by the Income Tax.

We do not understand why the learned Doctor did not carry his arguments further and denounce the amendment prohibiting "slavery and involuntary servitude" because, since the Decalogue there has not been such a sweeping invasion of personal liberty and state rights as was this amendment.

To attack the prohibition of child labor directly would, of course, be unpopular so the opposition directs its forces against the method of the prohibition and constructs the straw man of state rights and individual liberties. The same trick that has been used against slavery, against the income tax, against woman suffrage, against prohibition, and against the creation of a Department of Education with a Secretary in the President's Cabinet. This method is time-worn and is familiar to all school people. No one, as we know, opposes better schools openly, but there are many who stand ready to fight any proposed method for getting better schools. All will admit the desirability of good roads, but we in Missouri know that there have been plenty of people to oppose any method of procuring good roads.

The fight for the prohibition of child labor is on. The proposed amendment must be ratified by three-fourths of the states. Let us not forget that it is a question of human rights and not of state rights, and that human rights have always transcended state rights. Let us remember that the future of America depends upon the children of America and that our Nation can not rise to its highest development when thousands of children are stunted in body, mind, and spirit because of enforced slavery in factories and at piece work in unsanitary homes. We are standing for the rights of childhood to be educated and to grow normally under healthful conditions, against the rights

of individuals to mix the blood of children with their steel, or to weave the lives of childhood into the fabrics of their looms.

Today there are wise men who look to the cradles of America for America's salvation, and there are Herods who fear that in the cradles of America may lie the anointed one who will rise to oppose their dominion.

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dominion over earth, air and sea; it is for him I leash the lightning, plumb the deep and shackle the ether,

I am the parent of progress, creator of culture, molder of destiny. Philosophy, science and art are the works of my hand. I banish ignorance, discourage vice, disarm anarchy.

Thus have I become freedom's citadel, the arm of democracy, the hope of youth, the pride of adolescence, the joy of age. Fortunate the nations and happy the homes that welcome me.

The school is my workshop; here I stir ambitions, stimulate ideals, forge the keys that open the door to opportunity. I am the source of inspiration; the aid of aspiration. I AM IRRESISTIBLE POWER.

Better Schools League.

Where Do You Stand on the Child Labor Amendment?

JOY E. MORGAN, Managing Editor, The Journal of National Education Association

THE FIGHT over this movement is on. It will be one of the bitterly fought battles in American Constitutional history. In the white light of the struggle our opinions will be measured by the eternal principles of truth, justice, equality, and human liberty. The methods of the opposition are intrigue, prejudice, and misrepresentation—the very things against which education should stand like the Rock of Gibraltar. Let everyone who is trying honestly to make up his mind on this great problem ask the following questions of those who urge him to oppose the Child Labor Amendment:

1. Who are the friends of the measure? What are their motives?
2. Who are the enemies of the measure? Were they not also the enemies of compulsory school attendance? What are their motives?
3. Where did you get your facts?
4. Just what do you mean by "States' rights"? Would you put "States' rights" above human rights?
5. Is it good American citizenship to try to create a lack of faith in the Federal Government? Has it been less efficient and high-minded than the State governments?

6. Would you exempt from military service to the nation in time of war the men who as children the nation denied an opportunity for a fair start in life?
7. Do you think it is possible under present conditions to confine to the State of its origin the bent and broken human life that the exploitation of children leaves in its wake?
8. Do you believe that mature men and women should be required to compete with the commercially exploited labor of children?
9. Have you read the proposed Amendment itself? It does not prohibit child labor, but merely gives Congress power to deal with the problem. Has any honorable citizen anything to fear by granting to Congress authority to deal with a recognized national evil?
10. Were it adopted, have we reason to believe that Congress would go further than the standards of the two child labor laws that have been enacted and acknowledged to be good, although declared unconstitutional?

A GREAT CONVENTION

The Editor of THE SCHOOL AND COMMUNITY requested several people not officially connected with the Missouri State Teachers' Association to send to him for publication their impressions of the M. S. T. A. Convention recently held in Kansas City. Each was asked to make a very frank statement and to include any criticisms or suggestions for improvements which they might have. The replies which were received before going to press are as follows.—Ed.

COUNTY SUPERINTENDENT THINKS CONVENTION THE BEST

The convention of the Missouri State Teachers' Association held in Kansas City this fall was one of the best I have ever attended. The program from beginning to end was excellent. I was impressed with the splendid co-operation of the Kansas City teachers with the programs for the two nights, Thursday and Friday as provided for by President Maddox.

BLANCHE SUMMERS,
County Superintendent
Sullivan County.

THE PLAY FESTIVAL POPULAR

The program of the State Teachers' Association this year was especially interesting and helpful. The teachers present whom I knew wanted to listen to all of the lectures at the general sessions. The peak of interest was reached on Friday evening when we had the physical and health demonstration by the Kansas City schools, followed by the play festival and good fellowship meeting of the teachers. Upon the whole it was the kind of meeting which makes one want to attend again.

WALTER COLLEY,
County Superintendent.

SECRETARY OF NEBRASKA ASSOCIATION IS IMPRESSED BY FINE SPIRIT OF CONVENTION

There can be no question but that Missouri has a wonderfully well organized State Teachers' Association. It has a record of professional achievement of which it can be justly proud. For all of this, no doubt, much of the credit is due to the hard working and efficient executive staff.

I expected a wonderful convention, but the facts of the case were, it was more wonderful than I had expected. It goes without saying that your speakers were all very well received. But what impressed me, a stranger within your gates, was the fine spirit that prevailed among the ten thousand teachers in attendance.

I think you are to be especially congratulated on the play festival program, which you arranged for Friday night. I feel that teachers need more of this kind of a program in their conventions.

Again expressing my appreciation for the opportunity of visiting your Convention, I remain

Fraternally yours,
E. M. HOSMAN,
Secretary, N. S. T. A.

PRESIDENT MADDOX DESERVES CREDIT

I thoroughly enjoyed the state meeting this year. It seemed to me that it was the best meeting I ever attended. Those who were with me, and myself, especially enjoyed the session Saturday morning and one teacher said he wondered why that program could not have been crowded in before so many left the city. I think the social hour was another very commendable feature of the meeting. I think Pres. Maddox deserves a great deal of credit for the splendid success of the meeting.

Very truly yours,
IRENE O'BRIEN,
Co. Supt. Davies Co.

TEACHERS COLLEGE PRESIDENT IMPRESSED BY THREE FEATURES OF CONVENTION

Three things impressed me in regard to the recent State Teachers' Association in Kansas City. I appreciated very much the high character of special numbers given by local and visiting members of our profession.

In the second place, I noted especially the high character of the address given by our State Superintendent, Hon Charles A. Lee. It is rarely that one hears such singleness of purpose as was portrayed by him in presenting the educational conditions and needs in our state.

The third thing which impressed me in regard to the meeting was the social spirit of it president, Superintendent Maddox, which permeated the whole meeting. I had not believed that a man could impress his own attitude toward life upon an association such as was evidently true of the Kansas City meeting.

E. L. HENDRICKS, Pres. Central Missouri State Teachers College. OFFICER OF DEPARTMENT OF CLASSROOM TEACHERS PRAISES MEETING AND MAKES A SUGGESTION

Everyone is highly enthusiastic over the Missouri State Teachers' Association held recently in Kansas City, and all agree that it was the best teachers' meeting ever held in Missouri. I have heard nothing but praise for Supt. Maddox, Secretary Carter, and all the others who engineered the meeting.

We had a constructive program given by the cream of the educational world from the nation at large. To present a completely unified program of education, the Classroom Department of the N. E. A. requests that in

future a classroom teacher be placed upon the general program. The precedent was established in Washington with excellent results.

The innovation of holding a "Mixer" was a happy thought, and Kansas city's own Chas. A. Parker shone as director of that function. The better acquainted we become with the educators from all over the state, the more we appreciate their ability and our views are broadened by these contacts. Let's make the "Mixer" an annual affair.

ANNA M. THOMPSON,
Member Executive Com.,
Classroom Department,
N. E. A.

PRESIDENT OF N. E. A. SAYS M. S. T. A. IS UNSURPASSED

I can only speak in the highest terms of praise of the meeting of the Missouri State Teachers Association.

I spent less than a day with you, but I sensed the fine professional spirit which I am sure is not excelled in any state teachers association in the country. The characteristics of your association that appealed to me were the fine spirit of comradeship, the cordiality that existed among members of the association, and the fine but intelligent state pride and loyalty that was expressed.

I said to the meeting of our principals with the supervisory and administrative staff on Monday afternoon that in my judgment the Missouri State Teachers Association is unsurpassed at the present time in the effectiveness of its leadership for public education.

You have behind you a splendid record of achievement, and you have mapped out a splendid program of service. Your work on the curriculum is a pioneer work for state associations. Your plan to build a home for the headquarters staff places you in the lead of all associations.

I wish I had a criticism to make, but I really have not any.

Sincerely yours,
JESSE H. NEWLON,
Supt. Denver Schools,
Pres. of N. E. A.

A LIBRARIAN SEES NEED OF LIBRARY EMPHASIS ON GENERAL PROGRAM

The Kansas City meeting of the M. S. T. A. was, to my mind, most successful and inspirational.

The many exhibits, both Commercial and Educational, were not only instructive but intensely interesting. These exhibits are becoming more and more an important factor in all educational meetings, and their value can not be over estimated. So attractive were those in Kansas City that the teachers were often tempted to forget the demands of programs, special appointments, and official duties, and linger at some booth, examining the latest textbook, selecting the newer supplies and equipment, or getting an inspiration from the many artistic posters on display.

The programs were well planned and exe-

cuted. I was greatly impressed with the number of outstanding educational leaders on both the general and departmental programs. I was sorry, however, that the School Librarians were not so represented; for until the School Librarians have representation on the general program—for here the message reaches the greatest number—just so long will Missouri be far behind other states in her school library program and development.

No matter what phase of library organization our State Superintendent may require, not until the great body of teachers are made to know and appreciate the value and significance of properly organized and administered libraries will our school libraries properly function. And for this reason, I repeat, we need to have representation on the general program.

SADIE T. KENT,

Librarian of State Teachers College,
Cape Girardeau, Mo.

MAINE EDUCATOR APPRECIATES CORDIALITY OF MISSOURI TEACHERS

I am especially glad to answer your letter just received—since I welcome the opportunity to tell you how truly I enjoyed the State Convention at Kansas City. You will recall that I was there only the last day but it seemed to me when I left that night that I was acquainted with half the people in Missouri. I know that what you want in making these inquiries is constructive criticism and not wholly complimentary comment. However, I must honestly say that I have raked my brain to try to think of something that could have been better during the time that I was present and I have got to say honestly that I can think of no way in which that day could have been improved. In fact I think the attendance and the attention given the speakers was remarkable. I have seldom seen such a splendid spirit on a Saturday morning program anywhere. It seems to me that a wonderful spirit of cooperation must exist between the State Teachers Association and the Educators of your state to have made this possible.

One feature that was most pleasing was the wonderful cordiality of all concerned. Although I was a perfect stranger and came the last thing on the program many, many people came up to speak with me at the close and to bid me welcome in such a wholehearted manner that I at once felt that I really "belonged." I have been telling our people at home about the splendid reception that your Association gives its speakers. This does so much to inspire speakers for other occasions as well as to make them anxious to give out their best at your particular meeting. I feel that I was treated way beyond my deserts in every respect. President Maddox and your Executive Secretary, Mr. Carter, as well as your large delegation of rural people were unusually thoughtful and cordial.

As you know I have spoken at many state meetings in the last months and have enjoyed them all immensely but I can truthfully say

that not one has gone ahead of yours in all these things enumerated above and my only regret was that my other engagements for the week made it impossible for me to come earlier. I want to emphasize particularly the spirit of your Convention which made a speaker feel that it was not just a cold business undertaking but rather a fine friendly exchange of service.

I wish I could think of something to criticize so as to help you more but the truth is that I cannot because the above is my honest opinion.

FLORENCE M. HALE,
Agent for Rural Education, State Dept.
of Education, Augusta, Me.

FORMER PRESIDENT OF M. S. T. A. COMPLIMENTS PROGRAM AND BECOMES REMINISCENT

I have never attended a more successful meeting. The speakers were well prepared and well received, and their messages sensible and to the point. The great majority of teachers were eager listeners. The arrangements of the hall were most excellent.

The music furnished by the Kansas City Schools was among the outstanding features.

The commercial exhibits were attractive and those in charge seemed courteous and helpful.

There was an absence of maneuvering and manipulation in the management of the program and in the selection of officers, and the spirit of professionalism seemed to pervade the entire body. Superintendent Lee set a good example by declining the honor of being the next President, and the selection of Miss Dobbs met the approval of all.

The play feature Thursday night was a happy thought on the part of those who promoted it. The sight of the governor-elect and the teachers of all types engaged in wholesome amusement was a sight worthy to behold. Every one had a chance to get acquainted and joy was unconfined. Much of the real value of these meetings comes from contact with one another about the hotels.

After an absence of eight years, the entire three days was to me a homecoming. I attended the meeting of the Alumni of the Northeast Teachers College, but failed to find a single one of my classmates present. Such an experience invokes the tribute of a sigh.

As to suggestions, I missed the free discussion and sharp exchange of ideas from the floor, that the small meetings of former days provided and which now, on account of the numbers, is out of the question. Many of the best features of these meetings came from the rapid fire discussions and debates and keen wit that were wont to set the audience in a roar.

One suggestion—few of the teachers through circumstances have an opportunity to enjoy the best in music or drama. If one night could be given to a performance by Sothorn and Marlowe, Otis Skinner or Homer White-side, Harry Lauder, Galli Curci or Paderewski, the teachers would be perfect in attendance and the revenues of the Associations materially increased.

It was my privilege four years ago to serve on the program committee of a neighboring state when the Lindborg Chorus, of over 600 voices, was secured as the leading attraction for the Association. This chorus, known the country over for the rendition of the "Messiah", was secured on a guarantee of \$5000. The outcome was the greatest attendance in the history of the Association and a surplus in the treasury. The Missouri Association can now attempt an extensive program.

A visit to Kansas City is an education in itself. The railway facilities, the Convention Hall, the great hotels, the modern office buildings, splendid church edifices together with the high class school buildings entitles Kansas City to first rank as a convention city among the cities of the country.

However, one misses the many thrills of former days which Kansas City offered—the Burlington Bridge; the long delays in the "goose neck"; the old Union Station; the cosmopolitan population ranged along the border just west of the station; the immigrant room; the long covered chute through which we marched in getting to the street cars, and last the elevated trolley line on which we climbed Mt. Pisgah, followed by the descent into the heart of the city and on past the sky-scrapers, the Times Building and the Midland Hotel, these were real thrillers. *Temporibus mutantur.*

Very truly yours,
J. A. WHITFORD.
Supt. Cape Girardeau.

CERTAIN SHEPHERDS

My sheep upon the Hills of Trade
Receive my watchful care:
From eve to eve with anxious hand
The staff I bear.

Along the hillside pastures green
The tender grass they crop;
And as they wander, fast or slow,
I go or stop.

At night while silent stars drip down—
A rain of glistening gems—
I hear faint voices singing songs
Of Bethlehems.

But new-born kings of peace must wait:
I linger with my sheep;
I turn away from Judah's star
My watch to keep.

No matter what the tidings be,
Or where the Child be laid,
I stir not from my flocks upon
The Hills of Trade.

—Roy Ivan Johnson.

Report of Executive Committee

To the Assembly of Delegates, By J. N. CROCKER, Chrm.

As chairman of your Executive Committee, I submit for your consideration the following report:

Under authority of the Constitution, and the powers delegated to us by the Assembly of Delegates, we have carried on the various activities sponsored by the Association.

Enrollment.

Our slogan for sometime has been "100% everywhere." As evidence that the goal has about been reached, we are pleased to report that about 50 counties and more than 500 cities and towns have gone over the top. The total enrollment November 10 is over 20,000 and in all probability there will be several hundred more to add.

School and Community.

We feel that **The School and Community** has been a great factor in stimulating an interest in the work of the Association and in bringing about a more professional attitude on the part of teachers in Missouri. Because of the untiring efforts of our editor and secretary-treasurer, and of their good business judgment, the official organ is practically self-supporting. Though it is exceedingly difficult to separate expenses of labor, paper, printing, and equipment because of the very close interlocking and interacting of the association activities and publication activities, by using the division set forth in the auditor's report, we find that only 20 cts. per member of the Association dues is used for the support of **The School and Community**, the balance being paid by advertisers. This revenue from advertising has increased about 25% since the first year of **The School and Community's** existence.

Professional Standards and Ethics.

We desire to compliment the work of the Professional Standards and Ethics Committee. A well defined Code of Ethics is a fundamental part of the foundation upon which the superstructure of any profession must stand. We believe that the helpful work of our committee is evidenced by the increasing efforts of all teachers to secure full standard professional training, by the decrease in contract violations, by the gradual disappearance of underbidding as a method of securing positions, by the mutual respect and loyalty among teachers which increasingly characterize our profession, and by the steady growth of membership in the Association.

We believe that our code should be given wider publicity to the end that the public generally shall know what are our standards of professional conduct.

Legislation.

The Legislature not having been in session since our last meeting there is little to report on that subject. However, the Committee on Legislation has been active in outlining a program to present to the next Legislature in

which will be included a renewal of our requests for adequate support of the state school system as heretofore, including liberal appropriations for the support of the State University, State Teachers Colleges and provision for larger state revenues for the support of elementary and secondary schools. The legislative committee will present its own report to the assembly of delegates at the time designated by the steering committee.

Reading Circles.

One of the principal activities of the Association continues to be the Reading Circle Work, which includes both Pupils' and Teachers' Reading Circles. The Teachers' Reading Circles selected the following books for the year 1924-25:

Clark: Physical Training for Elementary Schools.

Germane and Germane: Silent Reading.

Stark: Every Teacher's Problems.

These books are sent on consignment to the county superintendents of the various counties and are paid for later in the year. The total number of books consigned to November 1, 1924, are as follows:

Germane and Germane: Silent Reading	2099
Clark: Physical Training for Elementary Schools	1910
Stark: Every Teacher's Problems ..	2020

Total 6029

The Pupil's Reading Circles supplies all of the books listed in the State Course of Study for the Elementary Schools of the state. Business from June 16, 1923 to June 15, 1924, amounted to approximately \$102,000. The business for the period from June 16, 1924 to November 1, 1924, amounted to \$43,000. This represents an increase over the business for the corresponding period of last year. The Reading Circle served more than 8,000 teachers and school districts during the past year and has been of much service to the schools of the State in supplying library books.

Permanent Headquarters.

Last year the assembly of delegates authorized the appointment of a committee to consider the erection or purchase of a building for permanent headquarters of the association. The executive committee appointed J. N. Crocker, Uel W. Lamkin and Russell A. Sharp. The report follows:

The present quarters of the Association are inadequate and unsatisfactory. The general offices are leased from year to year. For storage rooms the Association accepts the courtesies of the University of Missouri. Neither of these arrangements can be permanent. The proper handling of the general business of the Association, the publication of **The School and Community** and the sale of Reading Circle books demand permanent, adequate and satisfactory offices and storage rooms.

The Association is one of the great organizations of the state. It deserves a real home which will be credible to itself and to the state, located where it will increase the efficiency of the greatest force for furthering the cause of education in Missouri.

No home should be built until the Association can afford it. But it should look forward to the time when the headquarters may be in its own building, and should begin to save for that purpose. On June 16, 1924 the total assets of the Association were \$38,397.64, of which \$3421.44 was furniture and fixtures; \$580.00 musical instruments; \$3725.35 advertising due; \$1561.84 book sales on account; \$250.44 books on hand and paid for and cash and bonds \$28,858.57; of the cash on hand more than \$27,000 came from Reading Circle profits during recent years. A reasonable appropriation from such profits each year would soon accumulate so that a building would be possible without having to draw on membership dues or ask for individual contributions. Therefore, it is the sense of the committee.

1. That the Association should have a permanent home at a place to be determined when not less than 75 per cent of the total amount to be expended is available. (By vote of the Assembly 50% was substituted for 75%).

2. That a building fund to be created by the Executive Committee, the object of which is to set aside \$40,000 for a lot, building and equipment.

3. That the Assembly recommend that the Executive Committee make an immediate appropriation of \$10,000 to this fund, provided the unappropriated funds in the Treasury of the Association will justify such expenditure.

4. That the Executive Committee name a building committee of five to prepare plans and investigate all problems pertaining to this project and report from year to year to the Assembly of Delegates through the Executive Committee.

Signed:

J. N. CROCKER, Chairman
UEL W. LAMKIN
RUSSELL A. SHARP

Co-operation with the State Department of Education.

It has been the policy of your Executive Committee to co-operate with the State Department of Education in promoting the educational interests of the state, and to that end the State Superintendent has been invited to our meetings, and has rendered valuable assistance. In this way we have been kept in touch with the educational policies of the superintendent.

On the recommendation of the executive committee, the Assembly of Delegates authorized the appropriation of \$5,000,000 for a school survey and \$6,000,000 for the revision of the State Course of Study. These were the two major activities of the Association for the year.

Professor Capps and Dean Neale, as chairmen of the Committee of Survey and Course of Study, respectively, have had splendid co-operation from the members of their com-

mittees and are prepared to report much progress. Their reports will be presented to the Assembly of Delegates.

The reports of the following committees will be given at the time designated by the Steering Committee:

Legislative Committee.

Committee on Sources of Larger Revenue.

Committee on Professional Standards and Ethics.

Constitutional Convention Committee.

Committee on Course of Study in Practical Citizenship.

Committee on Necrology.

Committee on Teaching of Fine Arts in High Schools.

Committee on State Junior and Senior High School Course of Study.

Committee on State School Survey.

Teachers Retirement Fund Committee.

Committee on Bureau of Research.

Committee on Time and Place.

Committee on Nomination of Officers.

With your permission, Mr. Chairman, and with the permission of the Assembly, I will ask Miss Elizabeth White, Chairman of the Finance Committee, to make the report on the financial condition of the Association.

Miss White then gave the following:

Report of the Finance Committee.

The Finance Committee is a sub-committee of the Executive Committee. It is composed of two persons appointed by the executive committee from among its own members. During the present year this committee has been myself as chairman and Mr. Crocker.

The function of the committee is to approve all bills to be paid by the Executive Committee and to keep a general supervisory check on the finances of the Association in all its departments.

The budget is our general guide in this work. The budget is prepared by the Executive Committee sitting as a whole and taking into consideration the various activities and needs of the association and its available resources.

Bills are first presented to the Secretary-Treasurer and if they have to do with the ordinary expenses of the office they are O Kehed by him, otherwise they must be O Kehed by the chairman of the committee having charge of the particular activity for which the expenditure was made.

In all cases the secretary-treasurer issues the warrant and to it attaches the approved bill. The warrant and the bill are sent to the chairman of the finance committee for consideration. If the chairman approves the expenditure the warrant and the bill are both signed by the chairman and sent to the other member of the finance committee. If he approves he signs the warrant and sends it to the president of the Association who in turn passes upon the matter and who signs the warrant, if he approves the expenditure and returns both the bill and the warrant to the Secretary-Treas. who signs the warrant and sends or delivers it to the person in whose favor it was drawn. The bill is detached and filed.

A complete report of the finances of the Association as shown by the auditor's report for the fiscal year ending June 15, 1924 was published in the November issue of *The School and Community*. You have no doubt given it a careful examination. It has been reprinted with the budget and the estimated income of the Association for the current year beginning June 16, 1924, and is in your hands for discussion.

The comment on the report is as follows:

(I shall read only the totals unless some question is raised).

Under Exhibit "A" you will note that the total current assets of the Association proper, not including the Reading Circle or *The School and Community* which are accounted separately, were on June 15, 1924 \$16,037.12, with no outstanding obligations.

In schedule III are shown receipts amounting to \$32,791.19.

Under schedule IV are shown disbursements amounting to \$37,650.72.

The difference between the receipts and expenditures plus the balance on hand June 15, 1923 gives you the total current assets as set forth in Exhibit "A".

Exhibit B deals in the same manner with the current assets, receipts and expenditures of *The School and Community*.

Exhibit C treats the funds of the Reading Circle similarly.

Schedule I shows the agreement of the bank books and the account books of the association and Schedule II shows the same for the Reading Circle funds.

You will note that the budget totals for all departments \$103,617.77. This will leave an apparent balance at the end of the year if no further appropriations are made of approximately \$48,883. If, however, the Reading Circle sales meet the estimated amount it will be necessary to make an additional appropriation of \$44,800 to meet the bills for the purchase of these books which will leave an actual estimated balance of only \$4,800 at the close of the fiscal year.

Report of the Committee on Resolutions

To the Assembly of Delegates of the Missouri State Teachers' Association:

Your Committee on Resolutions desire to respectfully submit the following report:

1. This Association recognizes the inequalities in educational opportunities in Missouri. Therefore, this body of teachers goes on record as favoring the Community School Bill prepared by the State Department of Education; and as individual members we pledge our hearty cooperation in a united effort to secure its passage in the next session of the General Assembly in Missouri.

2. We are in hearty accord with the provisions of the Sterling-Reed Bill.

3. We favor legislation looking toward the formulation of a plan that will provide for a Teachers' Retirement Fund.

4. We urge the enrollment of all teachers in Community, State, and National Associations.

5. We commend the State Department of Education for its progressive school policies, and especially for its efficient plan of sectional supervision for both the rural schools and high schools.

6. The School of Education of the University of Missouri has no adequate quarters for class-room work or for its demonstration schools; and since proper building facilities are lacking for graduate work in education, we recommend an appropriation which will provide suitable quarters for the training of teachers at the State University.

7. Since feeble-minded children can receive only inadequate care and protection under public school conditions, we pledge ourselves as teachers to work for the securing of institutional care for those cases who will be benefited thereby, for the segregation of

feeble-minded women between the ages of fifteen and forty-five, and for such instruction as will be beneficial in the public schools for cases that are not institutional. We favor the cooperation of the medical, social, and teaching professions in the gathering and disseminating of knowledge concerning this problem, and in the securing of legislation to further these aims.

8. Since the normal minded deaf child given education by modern specialized methods is a potentially valuable citizen, but without such education is also without language and is an economic loss, a moral menace, and an inevitable handicap to social progress, therefore we urge that the facilities furnished for the general, the physical, and the vocational education of the deaf should be of the very best. We urge further that every teacher in the public schools should feel a special responsibility to report to the proper state authorities every case of deafness of school age coming to their knowledge, and that county superintendents should use every resource of persuasion, and of law when necessary, to see that all deaf children are sent to special schools for the deaf. We further recommend that the state compulsory education laws should be amended to apply more specifically and directly in the care of deaf children.

9. We favor adequate provision for the training of colored teachers in the State of Missouri.

10. We request the State Fair Board to reserve the educational building at the State Fair for educational purposes only.

11. We favor a more unified and uniform method of licensing teachers than we have at the present time.

12. We approve the program of attack on illiteracy which was formulated by the National Education Association, General Federation of Women's Clubs, United States Bureau of Education and American Legion at the National Illiteracy Conference in Washington last January, and adopted as the common program of these four national agencies.

13. We extend our thanks to the teachers and citizens of Kansas City for their hospitality, and hereby express our thanks to all those who planned and carried out the excellent program presented at the Sixty-second Annual Meeting.

C. A. BURKE, Chairman.
EULA JAMES, Secretary.

Report of Committee on Teachers' Retirement Fund

Your Committee has had under consideration the question of a Savings and Retirement Fund for teachers engaged in teaching in the public schools of Missouri. We have obtained advice concerning principles underlying the establishment and maintenance of such a Fund upon a sound basis, and we have been informed of the obstacles in the way of establishing such a system in Missouri.

Your Committee assumes that the Assembly of Delegates of the Missouri State Teachers' Association needs no arguments to convince them of the desirability as well as the importance of establishing a sound system of Savings and Retirement Fund for teachers of our State. Hence the question to which we wish to direct your attention is one of ways and means of providing a sound system of retirement annuities for teachers. To that end your Committee has outlined a course of procedure that we believe to be necessary and wise.

Because of the restrictions imposed by the Constitution of the State of Missouri; because of the apathy of many members of the teaching profession in regard to this question; because of the opposition to a retirement fund for teachers by certain elements of the public, your Committee believes that further efforts to secure legislation necessary to authorize the establishment of a teachers' re-

tirement fund must be based upon a systematic survey of conditions, and extensive and judicious publicity as parts of a comprehensive plan.

Your Committee therefore recommends:

(1) That the Missouri State Teachers' Association request the State Department of Education to cooperate in making, among the teachers of the State, a survey of conditions which would call for a retirement fund as a means of increasing teaching efficiency;

(2) That the Assembly of Delegates authorize the appropriation of \$1500, provided the unappropriated funds in the treasury of the Association will justify such expenditure, to defray the expense of the survey and the distribution of the findings of the survey, so that public opinion favorable to the submission of an amendment to the constitution may be created, and also to support such amendment when submitted.

(3) That the Executive Committee be directed to appoint a Director on Publicity for Retirement Legislation, said Director to be appointed after the survey and its findings have been made; and

(4) That the Committee on Retirement Funds be continued.

(Signed) RUSSELL A. SHARP, Chairman
T. E. SPENCER
ELLA LEE MOULTON

Report of Committee on Bureau of Research

To the Assembly of Delegates:

Your Committee on Bureau of Research estimates that the cost of financing a research bureau which would be worthy of the Missouri State Teachers' Association would be not less than ten thousand dollars a year.

Your committee is informed that the University of Missouri contemplates the establishment of a similar bureau which would duplicate the work of such an organization. Indeed, the General Assembly in 1923 authorized the appropriation of ten thousand dollars annually to defray the expense of the University bureau for a period of two years, but lack of funds prevented the actual appropriation.

While your committee is of the opinion that a bureau of educational research is essential to the best interests of public education within the state, we are convinced that the probable nature of its work justifies the expenditure

of public revenue, and that the intellectual resources of the State University make possible the best and most economical administration of the bureau by that institution.

Your committee therefore recommends that this Assembly of Delegates endorse the action of the General Assembly of 1923 in authorizing the appropriation and that the Assembly of Delegates further instruct the Executive Committee and the Legislative Committee of the Missouri State Teachers' Association to exert every legitimate effort to secure the actual appropriation of the necessary funds for the University of Missouri to establish a Bureau of Research.

(Signed) RUSSELL A. SHARP, Chairman
GEORGE MELCHER
ANNA E. RIDDLE
G. R. JOHNSON
A. G. CAPPS

Report of Legislative Committee

Mr. Chairman and The House of Delegates
Assembled at Kansas City, November 12;
1924:

We, the members of your legislative committee, have held two meetings. One was at Jefferson City, October 4, the other at Kansas City, November 11. The purpose of these meetings was to formulate a definite legislative program for the general assembly which meets this winter. We have given careful and thoughtful study to all the needs of our schools. We have studied legislative programs of other states. We have agreed that the laws listed below are the most practical and essential of all considered by us.

First:—

That we submit a bill guaranteeing a first-class elementary school and a first-class high school to each community. This bill has been carefully thought out and as we see it, it has no objectionable features. Undoubtedly this is the most needed legislation in our state at the present time. Extracts of this bill have appeared from time to time in school and community. We ask the hearty endorsement of this group of teachers and your earnest endeavors throughout the legislative session to secure its passage.

* * * * *

At this point Mr. Lee was requested to report on the bill herein referred to, which he did at considerable length, reading the bill in full.

* * * * *

"Second:—

We expect to prepare and introduce a bill that will unify the certification of teachers. This bill is to be prepared by the State De-

partment of Education and the State Teacher Training Institution. This is legislation that is very much needed at the present time.

Third:—

Your Committee has gone on record as favoring adequate appropriations for the State Department of Education. All State Schools for the training of teachers and the public schools. We expect to give a great deal of time in presenting the need of these schools to the members of the General Assembly.

Fourth:—

A bill is being prepared and will be introduced providing for a retirement fund for teachers.

Fifth:—

A bill providing for a state architect will be introduced in the State Legislature. This would tend to unify and regulate many much needed things in the construction of our school buildings.

Sixth:—

We recommend a revision of the Teacher Training Courses in the High Schools. This to be along the lines of Post-Graduate Courses with 30 hours college credit.

Seventh:—

We suggest that more revenue might be possible for the school fund, and that a careful study of the feasibility of this matter be made.

(Signed) M. B. VAUGHN,
Chairman Legislative Com."

* * * * *

Motion to adopt complete report as read.
Seconded. Carried.

Report of the Committee on Teaching Fine Arts in the High Schools of Missouri

Mr. Chairman:

Your Committee has the following report to make:

On January 16, 1924, Mr. Carter wrote the Chairman of your Committee in these words: "Your Committee reappointed but to do any work under direction Committee on Junior and Senior High School Course of Study."

Your Committee, enlarged by the addition of several persons, has therefore functioned as part of the Course of Study Committee. It has submitted a detailed report of its activities up to November first to Dean Neale, and this report is printed on pages 10 to 20 inclusive of Bulletin Number Two of the Course of Study Committee.

Page 10 summarizes the report. I quote from page 10.

Work Completed in Tentative Form

1. Statement of the General Objectives of Art in the Junior and Senior High Schools.
2. Statement of Main Divisions of Subject Matter for the Syllabus of Art.

3. Statement of Specific Objectives of Each Division of Subject Matter.

4. Proposed Board Divisions of the Syllabus.

5. The Proposed Courses.

6. Diagram of the Proposed Courses.

Work Under Way

Material has been collected for several chapters which are partially written. Subcommittees are working on specific topics such as Bibliography, Terminology and Materials.

"A number of experiments are being planned to be tried by members of the committee during the spring of 1925. It is hoped that the results of these will be written up to illustrate the several types of work suggested in the syllabus."

Respectfully submitted to the Assembly of Delegates, November 13, 1924.

Committee on the Teaching of Fine Arts in the High Schools of Missouri.

(Signed) JEAN KIMBER, Chairman.

Report of Committee on Junior-Senior High School Course of Study

Submitted to the Assembly of Delegates, Kansas City, Mo., Nov. 12-15, 1924

WE WISH to say first of all that the committee has received the very finest cooperation from the school people of the state and that very gratifying progress is being made on syllabi for all the junior and senior high school subjects.

The Work of the Committee

The committee organized immediately after all arrangements were perfected by the Executive Committee of the State Teachers' Association for carrying on this work in December, 1923. Your committee spent all the time it had at its disposal for the first month or two of its existence planning the general organization among the school people of the state to carry on the work in an effective and at the same time economical manner. We realized from the first that if we utilized the funds allotted by the State Teachers' Association to pay for any large amount of travel or any large amount of service, that all the money would soon be spent with little to show for it. For instance, if we paid the traveling expenses of all committee members to two meetings, our appropriation would have been entirely used. We, therefore, chose the committee chairmen and committee members so that the main work on the syllabi would be done without any provision for expense for travel.

In choosing the chairmen and members for the twenty-one committees, your committee sought advice from all available sources. An effort was made to secure full representation of classroom teachers on each committee and to provide also subject matter experts from the teachers' colleges, the University and the other colleges of the state. Five hundred and thirty-seven people were asked to serve on the twenty-one subject committees and practically all of them accepted. A list of the committee members in the November number of The School and Community. The committees appointed with the names of the chairmen and the number of members of each committee follow:

	No. Committee members
1. Activities. Felix Rothchild, Kirksville	21
2. Agriculture Harry A. Phillips, Warrensburg	14
3. Sociology and Economics Eugene Fair, Kirksville	32
4. Art Jean Kimber, St. Louis	14
5. Biology A. F. Ewers, St. Louis	14
6. Chemistry J. E. Wildish, Kansas City	43
7. Citizenship and Vocations J. J. Oppenheimer, Columbia	32

8. Commercial Studies J. O. Malott, St. Louis	47
9. English John Rush Powell, St. Louis	52
10. General Science Ralph K. Watkins, Columbia	26
11. Foreign Language Norman Freudenberger, Springfield	47
12. Geography Sam A. Bratton, Columbia	11
13. Health and Physical Education Homer Phillips, Maryville	14
14. Home Economics Sarah-Helen Bridge, Columbia	17
15. World History and European History R. J. Kerner, Columbia	30
16. Missouri History, U. S. History, and American History C. H. McClure, Warrensburg	26
17. Industrial Training R. W. Selvidge, Columbia	14
18. Mathematics L. E. Pummill, Springfield	34
19. Music R. R. Robertson, Springfield	17
20. Physics T. E. Miller, Hannibal	18
21. Vocations Roscoe Cramer, Lebanon	14

Choice of Adviser

The Committee felt that in so far as our funds would permit, we should have the benefit of the best possible expert advice on the principles and procedure of Junior-Senior High School Curriculum making. After a careful investigation, we secured the services of Prof. Thomas H. Briggs, of Columbia University, who, recognizing the limited funds at our disposal, gave us his services at a very nominal rate. He has helped us very materially so far in a very sane and practical way. He assisted us in the preparation of the general plan of the work, suggested principles for guidance and met with all the committee chairmen for a discussion of the guiding principles and procedure that were finally adopted.

Progress of Work to Date

After the committee chairmen met for discussion and adoption of guiding principles and the general plan of work, your committee of three had prepared a one hundred page mimeographed booklet containing a summary of the principles and plan of work adopted by the committee chairmen as well as suggested objectives for many of the subjects. This Bulletin contained also selected bibliographies on

methods of teaching as well as subject matter reference books covering the entire high school program of studies. These bibliographies were prepared either by Prof. Briggs, by members of the committee of three, or by persons working under their direction. These bulletins were bound and sent to all the chairmen of the various committees and to such other persons as were suggested by the chairmen.

The committee of three next prepared a summary of objectives in the various subject matter fields, as submitted by the committee chairmen, for distribution to the five hundred and odd committee members and to others whose advice or criticism might be secured. This Bulletin No. 2 was prepared also for use in the conferences planned for the State Teachers' meetings at Kansas City.

The progress of the work of the twenty-one committees is very gratifying and if the present splendid co-operative spirit is maintained, we shall have in print within the allotted time syllabi covering the entire junior and senior program of studies.

Expenditures

Of the \$6000 appropriated for the biennial period your committee has spent only \$1192.67. Before the committee began work \$78.94 had been spent, making the total expenditures \$1271.61, and leaving a balance on November 1, 1924 of \$4728.39. The committee has exercised the greatest possible care in the expenditure of these funds. Only one member of the committee of three has spent any of the appropriation for traveling expense, and practically all of the stenographic work has been furnished by the State Department of Education or by the respective committee chairmen. Following is a summary of expenditures by objects:

Summary of Expenditures

Dr. T. H. Briggs, Service and Traveling Expenses	\$ 617.83
Dr. Edgar Dawson, Service and Traveling Expenses	25.00
Mr. Armand R. Miller, Expenses of attending committee meetings ...	87.10
Expenses of Subject Committee chairmen to meetings	234.75
Stenographic help	83.79
Research and clerical help	116.20
Binding Bulletin No. 1	25.00
Junior High School Courses purchased from Rochester, N. Y. School Board	3.00
Expense incurred for travel before present committee was chosen ...	78.94
Total	\$1271.61
Balance in appropriation	\$4728.39

The progress made by all committees has not been uniform, but uniform progress is hardly to be expected. Some of the syllabi are nearing completion and your committee expects to have some of them in the hands of the teachers of the State within a short time.

In conclusion your committee wishes to express its appreciation of the work that has been done by the various committee chairmen and committee members, and for the very generous arrangement under which Prof. Thomas H. Briggs of Teachers' College has given us his services.

Very truly y-ours,
M. G. Neale, Chairman
John B. Boyd, Secretary
Armand R. Miller.

A complete list of sub-committees is printed in the November number of The School and Community.

Report of Committee on Professional Standards and Ethics

Submitted to the Assembly of Delegates, Kansas City, Mo., Nov. 12-15, 1924

The Committee on Professional Standards and Ethics met Sat., Nov. 1.

The first 13 clauses which were adopted last year are presented without change. Sec. 14 is to be presented again with modifications.

It is suggested that the "Ten Outstanding Points" in Our Professional Standards and Ethics be attached as a sort of summary of the outstanding points in the original Code.

CODE OF PROFESSIONAL STANDARDS AND ETHICS

(In parentheses, States with similar provisions in their Codes.)

We, the teachers of the various school districts of Missouri, do pledge ourselves to a faithful observance of the following Code of Professional Standards and Ethics; approved by the State Teachers Association—

1. We hold that our profession stands for ideals, service and leadership.
(Mo. Okla. Ia. N. J.)

II. We believe that our highest obligation is to the boys and girls entrusted to our care.
(Mo. Pa. Ia.)

III. We believe that a proper professional spirit will prompt all teachers to become members of our State and National Teachers' Associations.
(Mo. Wash. N. H. Ore. Mich. Okla. Texas Miss. La.)

IV. We hold that teachers in act and conversation should so govern themselves that the profession be given the confidence of the public.
(Mo. Ore. Ia. Texas)

V. Mutual respect and loyalty should characterize the relationship among members of the profession. The high honor of the profession should be the personal charge of each teacher.
(Mo. Wash. La.)

VI. We insist that each teacher should be a progressive student of education and should regard teaching as a profession and a career.
(Mo. Wash. Pa. Ia. N. H. La. Ore. Okla. Miss.)

VII. It is incumbent upon all class-room teachers to secure full standard professional training, and upon all school supervisors and administrators to pursue advanced specialized courses to fit themselves better for their positions.

(Mo. Wash. Pa. Ia. N. J. La.)

VIII. It is perfectly proper at all times for teachers to seek preferment and promotion by legitimate means: but any sort of endeavor to establish a reputation or to obtain a position by innuendo, exploitation, complimentary press notices, or advertisement, is undignified and unprofessional.

(Mo. N. H. Mich. Wash. Ore. Tex. N. J.)

IX. We recommend "equal salaries for equal service" to all teachers of equivalent training, experience and success.

(Mo. N. H. Miss.)

X. We believe that a teacher should take no step toward a specific position until the place has been declared officially, legally, and conclusively vacant. (Mo.)

XI. It is unprofessional for a teacher to underbid, knowingly, a rival in order to secure a position.

(Mo. Wash. Kan. School Master's Club Ore. Pa. Okla. Miss. N. J. La.)

XII. It is unprofessional for a teacher to offer destructive criticism to the administration; to others teachers or to patrons about a fellow teacher or about the management of the school in general. All criticism should be constructive in character and voiced to the proper authority and only for the purpose of remedying an existing evil. Therefore it becomes equally unprofessional not to report to the administration matters that involve the best interests and well being of the school.

(Mo. Kan. School Master's Club, N. H. Pa. Mich. Okla. Texas, N. J. R. I. La.)

XIII. We hold that it is unprofessional for a teacher to violate a contract. Unless the consent of the school board is obtained, releasing the obligation, the contract should be fulfilled.

(Mo. Wash. N. H. Ore. Pa. Mich. Okla. Texas Miss. La.)

XIV. We believe that the moral influence of the Missouri State Teachers' Association should be brought to bear on any teacher whose

conduct is not in harmony with our authorized code of Professional Standards and Ethics. We recommend that a committee of three be appointed by the Executive committee of the State Teachers' Association to investigate charges or reports of violation of this code of Ethics as heretofore set forth, and to render to the Executive Committee a decision sustaining the said charges or reports or exonerating the teacher. This committee shall be appointed at the written request of any teacher against whom such reports or charges have been made, or at the written request of any teacher desiring to charge another teacher with the violation of the Code of Ethics. We further recommend that the results of such investigation on the part of said committee shall be published in our authorized paper, "The School and Community"; provided this act of publication receive a majority vote of the Executive Committee, Missouri State Teachers' Association.

(Pa. Okla. Miss. Iowa)

Ten Outstanding Points In Our Code of Professional Standards and Ethics.

- I. Be in love your work it pays.
- II. Contribute ideals, service, leadership.
- III. Consider first the welfare of boys and girls.
- IV. Professional enrichment through active membership in State and National Associations.
- V. The unpardonable sin.....Marking time. Professional Stagnation.
- VI. Remember discretion will secure and hold public confidence.
- VII. Be fair. Be honest. Your profession is bigger than your position.
- VIII. Orient yourself. Make yourself fit.
- IX. Invite constructive criticism..... criticize yourself often.
- X. The acid test mutual respect and loyalty.

Respectfully submitted,
Miss Frankie Connell
James R. Kerr
O. J. Mathias, chr.

Report of Committee on Practical Citizenship

The Committee on the Course of Study and Practical Citizenship submits the following report:

1. There has been a growing interest in the many problems in citizenship throughout the state. This has been evidenced by the special discussion of the topics in the various district meetings, state convention of the county superintendents and Conferences in the various state institutions.

2. The actual work of the committee of the course of study has been taken over by special social studies committees in the reorganization of elementary and secondary education in the state of Missouri.

3. A special committee appointed by the state department to supervise the work in co-operation with the National Institute of Character Education. It has taken over other functions which previously belonged to this committee.

4. In the light of the above facts we believe it wise to discontinue this committee.

J. J. OPPENHEIMER
L. E. MEADOR
MISS ADDA M. STARRETT
G. W. DEIMER
EUGENE FAIR
J. D. ELLIFF

Report on Sources of Larger Revenue

By R. V. HARMAN

Your Committee on Sources of Larger Revenue recommends the following:

First:—That the Missouri State Teachers' Association at all times should look well to the system and methods of taxation in our State.

Second:—That this Association seek Federal aid in promoting the welfare of our free public schools.

Third:—That this Association cooperate with the N. E. A. and other organizations of teachers in all ways to develop a desirable public opinion upon which our free public school system depends for financial support.

Fourth:—That the Association develop an aggressive program in the teaching of ideals

of American Citizenship in practice throughout the public school system with a view to developing an intelligent public opinion regarding the problems of taxation, particularly in support of our free public school system, upon which our democracy rests.

If we are to make our country safe for democracy, we must develop an intelligent, active and loyal citizenship, fully aware of the increasing importance as well as the ever increasing cost of public education.

Respectfully submitted,

(Signed) R. V. HARMAN, Chairman
H. R. TUCKER, St. Louis
W. H. ZEIGEL, Kirksville.

The Teacher in the Making

By Russell A. Sharp, Department of English, Northeast High School, Kansas City, Missouri, from "Teaching English in High Schools," published by Houghton Mifflin Company.

This part of Chapter One of Teaching of English in High School is printed in THE SCHOOL AND COMMUNITY by the special permission of the author and of the publisher.

PRELIMINARY TO a consideration of what the equipment of the teacher should be, it may be illuminating to examine some prevalent notions of what teachers are. In strange ways the public comes to accept certain caricatures as being typical of the common vocations. Even though we have never known a real bartender, we carry in our minds images of bartenders, so that when we see a gaudily dressed, coarse-featured, flabby-fleshed, ruddy-complexioned man, we observe that he looks like a bartender. Similarly, we readily conjure up the picture of the capitalist, the politician, the diplomat, the clergyman. And the teacher! From the pen-and-ink sketch of the cartoonist, from the tremulous voice of the spellbinder on the hustings, from the graphic pen of the writer of fiction we acquire three somewhat varied portraits. The cartoonist shows us the old-maid type, half-starved physically and entirely starved emotionally, attired plainly in the Victorian mode, book in hand, spectacles astride her nose, and

crowned with sparse, sickly-looking hair drawn severely back to be knotted in a wizened top-piece appearing like a blighted apple. To the fictionist, the teacher may be a harsh, cruel minister of injustice, as in the Dickens type, or the prototype of that thoroughly ludicrous creation of Irving's, Ichabod Crane. The political orator pictures another view. His purposes require that the pedagogue be an object of pity. There we are, groveling in the dust, victims of the penuriousness of an ungrateful State, wearing out our drab lives that civilization may not perish, subsisting on dry crusts, fit objects of the pity which is contemptuously showered upon us by the practical people of the world.

Now these pictures are not likenesses, but we must give attention to them because they are obtruded upon us and they do have an effect upon us. Because we are so constantly portrayed as old maids, a few of us do tend to become old maids of both sexes. Because crude so-called men of the world do assume

toward us an attitude of condescension and pity, a few of us tend to become self-pitying. It is partly because of these common misrepresentations that the wrong kind of people sometimes select teaching as a vocation and the right kind of people turn deaf ears to the call to teach.

This brings us to the fundamental element in a teacher's equipment; the disposition, character, philosophy, personality which the individual brings to be trained in the ways of teaching. For the most part, the qualities that make for success in teaching are the qualities that make for success in other activities. Like other people, the teacher must be willing to give a full day's work for a scant day's pay. This requirement may seem too obvious to warrant its statement, yet the number of failures in teaching because of unwillingness to give of one's time without stint is enormous. Persons who have no business attempting to teach have been induced to enter the profession by the propagation of that ancient fallacy that teaching is a half-time job. For some inexplicable reason, educational writers who surely ought to know better continue to hold out the lure of spare time. A well-known professor of education, in a book published not long since, says, "There are, too, compensations other than money that make the teaching profession desirable. It affords opportunities for genuine service, it is attended by dignity and reasonable leisure." It is true that occasionally one finds a teacher who devotes a considerable time to leisure pursuits, but I have never known a successful high-school teacher who did so.

The successful teacher must possess more than a modicum of patience; to be impatient and irritable is to deliver one's self into the hands of the enemy. Indeed, the class does become an enemy in the presence of irritability. The same queer twist of adolescent nature which causes the youngster to take pleasure in teasing his smaller playmate or baiting a dumb animal functions in his relations with the fussy teacher. His ingenuity in devising tricks to discompose the teacher is incredibly disproportionate to his skill in solving the simple problems of the classroom. The young teacher must school himself in patience; to this end he must strive everlastingly to secure the viewpoint of the child, to understand the limitations of the mentality of children.

Patience, however, does not mean tolerance of misbehavior. The question of what misbehavior is will be discussed later. Having determined what constitutes misconduct, the teacher must deal with it firmly and justly. During the first weeks of association with a group, he must be almost severe; he cannot afford ever to be unjust. If he is ever mistaken in his attempt to dispense justice, he must acknowledge his unfairness and make reasonable amends. All this seems platitudinous, but failures to observe these principles in practice are sufficiently frequent to warrant one more repetition.

The efficient teacher is zealous. His zeal is for accomplishment of the objectives which he has set up for himself. His zeal is not that of the fanatic who regards himself as alone in the effort to improve the world; it is combined with wholesome optimism, a belief that his pupils may be led to better things and a greater knowledge. Such zeal and hope are essential in the teacher if they are to manifest themselves in the class. Children are wonderfully sensitive to environment and association; when their educational leader regards the situation despondently, they do likewise.

Closely allied with zeal is initiative. Qualified by the adjective sane, initiative is the most valuable of the general traits for the educator. Initiative among classroom teachers has been too little encouraged. Administrators seem to fear it. Occasionally it necessitates disrupting routine, and there is a kind of principal who is panic stricken by any deviation from routine. Then it is difficult at times to distinguish sane initiative from hysteria. There are, it must be admitted, teachers who proceed from one hysterical contact to another. But a short time should suffice the observing principal to distinguish this frothy emotionalism from rational initiative.

The fact is that the bulk of teaching in the large public school systems to-day is hampered by the inflexible regulation of uniformity which stifles initiative. We must conform. Do not misunderstand me; I do not advocate an abandonment of rules; I understand that where transfers in mid-term are everyday occurrences, where at the end of the term we pass our youngsters on to some other teacher who cannot be in close contact with us, we must standardize our work. Nevertheless, I do hold that, with many supervisory officers, uniformity is a fetish. At any rate, the actual conditions of our large city systems do throttle initiative, with the result that the best public school teaching in our country is being done in small cities and township high schools which are so fortunate as to have broad-minded principals and alert, independent-minded teachers.

There exists yet another destroyer of initiative, though it is perhaps less pernicious in its influence than it was a decade ago—the dominance of classroom practice by the methodology of theorists. In the words of Carl Holliday, Dean of Toledo University, "Teachers have further been curbed as to initiative by the modern strenuous insistence of 'methods' in education—methods largely dreamed out by professors of pedagogy who never taught a day in the public schools." This condemnation should not be taken as a general indictment of the contribution made by the science of pedagogy; it is merely a protest against the untested theory which makes beautiful reading and which, under especially favorable conditions, may work, but which drives to despair the average teacher in the average public school with the average heterogeneous class.

Dr. Pritchett and Child Labor

By J. W. CRABTREE,

Secretary, National Education Association.

Address before the Indiana Teachers Association, Indianapolis, Indiana, October 17, 1924.

THE EDUCATIONAL leader who would restrict high school privileges to the few and who would reduce school costs throughout the Nation to prevent States from going into bankruptcy would naturally be the one to provide ammunition for use against the proposed Child Labor Amendment. He would advise the Nation to ignore the problem of child labor in factories and shops. Child labor would help to carry out his idea of limiting training in the grammar grades and in the high school to the few, and it would tend to prevent further increases in school costs.

Opposition Finds Leader.

Those opposing the Amendment recognized the need of an educational leader to add respectability to the opposition in its publicity work. They wanted one who would lend himself fully to their program. They found it impossible to secure the services of men or women of prominence who are actually engaged in teaching or administrative work, but they did find in Dr. Henry S. Pritchett a willing helper and one whose past record was satisfactory. It looked to them as if Dr. Pritchett's efforts against the rising costs of education were producing results in decreased salaries for teachers in some places and in a decrease in the number of teachers in other places. They had access to his two last annual reports. What they wanted done would be in line with his previous thinking. They desired to keep the regulation of child labor where it now is. This to Dr. Pritchett would be another way of holding school costs to lower levels. Then he could use his high salaried experts for gathering all available data, which, clothed with the doctor's convincing phraseology and set forth in his finality of style, would certainly impress, especially those not in possession of the actual facts on child labor in this country.

The Pritchett Pamphlet.

Whether or not he was actually invited by big shop and manufacturing interests to do so, he has prepared the statement which serves their purpose. The statement has been printed in pamphlet form. It is now in the hands of organizations controlled by those interested in the employment of children. Funds have been provided for a Nation-wide distribution. Thousands of copies have been mailed to all parts of the country. But as good fortune would have it, there is a teacher in every community whose influence many, in a measure, offset the bad effects of the Pritchett propaganda. In view of the millions of dollars behind the fight against the Amendment, every teacher in the land should make himself familiar with the facts concerning child labor in the various States, and with the need of such an Amendment as has been proposed.

Makes Unsupported Statements.

Dr. Pritchett's pamphlet gives the name of its author and the exalted position which he holds. It contains a score of general state-

ments, unsupported by facts such as "No such sweeping invasion of personal and local civil rights has ever before been proposed in this country." He also says that "Its ultimate effects will be to subvert free government and promote socialism." He fears that "This legislation entails too great a risk to our liberties." He doubtless hopes that these conclusions will generally be accepted from one so eminent as he shows himself to be by quoting in the pamphlet from Who's Who, the autobiography so carefully prepared by himself.

Not a National Problem?

Dr. Pritchett says it is not a National problem. What, not a National problem when according to the census of 1920 there are more than 1,000,000 children in the United States between 10 and 16 at work in shops and factories and in other gainful occupations? Not a National problem, when of this number 378,000 are between 10 and 14 years of age, and some of them found in every State in the Union? The revelations of the World War convinced practically all our people that the problem of illiteracy is one of National concern. Then why is not child slavery in shops and factories—one of the underlying causes of illiteracy—also a matter of National concern?

A Threatbare Trick.

The Constitution, if amended as proposed, would permit Congress to regulate child labor, which should result in fixing reasonable minimums below which the States could not go. But Dr. Pritchett claims that "An aggressive bureaucrat at the head of a Federal Child Labor Bureau may exercise a dominance over the relations of children to parents or to teachers from which there is no appeal." He thinks however, that the State can be depended upon not to exercise an undue dominance over children. But by investigation the doctor will find that the laws have worked much better in States having children's bureaus. The Nation would, according to his reasoning, if it had the power, prevent any one under 18 years of age from entering any gainful occupation and he throws out the declaration that the passage of the Amendment would mean "Bureaucracy Gone Mad." The State is immune from that form of madness. Is not Dr. Pritchett more afraid that the shop will lose the profit from the labor of children than that the authority of the parent and teacher will be restricted? Is he not simply playing a trick when he holds up the bureaucracy scarce? How much does he really think there is in that shibboleth? As you know, Congress was not so mad as all that when it thought it had the right to make laws to limit child labor. Neither the first nor the second Federal law went farther than to fix desirable standards, which the best States had already been living up to. Is it not reasonable to suppose that the same policy would be pursued under the simple provisions of the proposed Amendment?

Sweatshops Straddle State Lines.

Does he mean to say there is no need of National encouragement, when right in New York, his home city, there has been a 12 per cent increase in 1923 over 1922 in the number of child laborers 14 and 15 years of age? It doesn't look much as if these sweatshops are reforming when we observe that just across the state line from his own home, according to a recent survey of the New Jersey Department of Labor, the evil was found to persist in most shocking form. In Newark and Jersey City alone, nearly a thousand children were found doing contract labor at home under sweatshop environment. This home work had been shipped from New York to be done by children in New Jersey because it could not be handled so well under New York laws. Another reason for Federal regulation. Both States were practically impotent in the matter. The employers dodged behind State laws in crossing back and forth. Those who gave out the work resided in New York, the children who did it resided in New Jersey.

A Menace to the Consumer.

These children, many of them tubercular and otherwise diseased, were making so-called sanitary powder puffs, beading dresses, assisting with dolls' clothes and working on toys, all in America. Their work was found to be in the most filthy surroundings, and the product a menace to the consumer. In 1920 there were over 47,000 child laborers in the State of New York in non-agricultural occupations and two thousand of these were receiving aid from the Compensation Act for injuries received in the shop and factory.

The Proposed Amendment.

Do not let your friends be misled by statements as to what this Amendment will do without at least reading it yourself and having them read it. It consists of two sections of one sentence each. Here they are:

Section 1. The Congress shall have power to limit, regulate, and prohibit the labor of persons under eighteen years of age.

Section 2. The power of the several States is unimpaired by this article except that the operation of State laws shall be suspended to the extent necessary to give effect to legislation enacted by Congress.

The Fundamental Question.

Dr. Pritchett dodges the fundamental question as to the right and justice of the National government's giving protection to children by regulating their employment, and adroitly raises the question of States' rights. He produces no argument on that point. He simply makes assertions evidently calculated to appeal particularly to prejudices in the South. Yes, but will not both the North and the South see that this is a question of child exploitation rather than one of States' rights? Should there not be intelligent limits, in whatever State children live, to their employment in mills, in factories, canneries, mines and quarries at least—limits below which no industry and no State can safely go? It is true that one State has remedied one point and another State has done something else, but it is surprising how small the gain in fifty years the country over. It is alleged that capital is now

going from northern States that have slight restrictions, into factories in certain southern States, where cheaper child labor is available. This is a terrible sacrifice for any State to make for industrial growth and prosperity, but it is the price which some of the other States have paid for years to get and hold the right to employ children. There is so much of this industrial competition between the States that it would require another fifty years to secure uniform and satisfactory regulations throughout the Nation. Federal help is needed to hasten the adoption of higher standards and thus prevent the harm that would otherwise come to thousands and thousands of children during the next half century.

Where to Get Information.

Why not stop at once this destruction of child health, this weakening of the intelligence of children, this method of increasing illiteracy? The vote is to be taken in the States. The attitude of the teacher and the parent will determine whether or not the proposed Amendment shall become a part of the constitution. The attitude of parents depends largely on the information which teachers can place before them. Reliable information may be secured from any of the leading women's organizations and from all educational, religious, and welfare organizations. Complete and up-to-date information may be secured from the National Child Labor Committee, 1230 Fifth Avenue, New York City. Owen R. Lovejoy is its general secretary. Another excellent and reliable source of information is from the Children's Bureau, Department of Labor, Washington D. C. Miss Grace Abbott is director of the Bureau. Ask for the Campaign Text-book issued by the Women's Committee.

Friends and Enemies of the Amendment.

Dr. Pritchett thinks the adoption of the Amendment means socialism. This view is a little less extreme than that of the editor of the "Manufacturers' Record," who says: "The proposed Amendment is fathered by socialists, communists, and Bolsheviks." Let us see whether those who favor the Bill belong to those condemned classes. The American Legion and officials of the American Federation of Labor got together at the recent St. Paul meeting on the theory that illiteracy is caused largely by the use of children in the factories and shops and by lax immigration regulations. Are they socialist, Bolsheviks, etc.? See this array which appeared in favor of the Amendment at the Congressional hearing:

American Association of University Women
American Federation of Labor
American Federation of Teachers
American Home Economics Association
American Nurses' Association
Federal Council of the Churches of Christ in America
General Federation of Women's Clubs
Girls' Friendly Society in America
Medical Women's National Association
National Child Labor Committee
National Consumers' League
National Council of Catholic Women
National Council of Jewish Women
National Council of Women
National Congress of Parents and Teachers
National Education Association
National Federation of Business and Professional Women's Clubs
National League of Women Voters
National Woman's Christian Temperance Union
National Women's Trade Union League
Service Star Legion
Young Women's Christian Association

Are these what they call socialists and Bolsheviks? Would you care to admit that the membership of our great Association belongs to the condemned classes?

Let us see next who appeared at the hearing against the Amendment:

The National Manufacturers' Association
 The Southern Textile Bulletin
 The Moderation League (organized to oppose the Volstead Act)
 The Woman Patriot (former anti-suffrage, now anti-feminist organ)
 The Sentinels of the Republic
 The Women's Constitutional League of Maryland (organized by former anti-suffragists to oppose the Shepard-Towner maternity and infancy protective law)
 The Pennsylvania Manufacturers' Association
 "Depressment of Teaching"

Teachers and superintendents, you need to be prepared. Remember that the Pritchett pamphlet will reach into every neighborhood, that it shows the author's title to be that of president of a foundation for the advancement of teaching, and that its general statements and conclusions in italics are clothed in attractive phraseology. Dr. Pritchett's institu-

tion is for the advancement of teaching, but he favors reducing school costs and privileges; he stands for mediocre salaries of teachers down at the bottom. His cohorts try to kill off outstanding leaders in education. They have tried it in Denver, Colorado, in Oakland, California, and in a score of other places. A colored professor very properly raises the question as to whether Dr. Pritchett does not actually stand for "depressment" of teaching, rather than for advancement of teaching.

The Profession to Defend Child Life
 Teachers and superintendents of Indiana, and teachers in other States, you can, by informing yourselves, and by placing the facts before the people you know, prevent the propaganda in this pamphlet from taking root in your locality. It behooves everyone who is opposed to the commercializing of child life in America to put on the armor and meet the forces led by Dr. Pritchett and the National Manufacturers' Association by giving the honest interpretation and meaning of the Amendment to every community and home in the United States.

Professional Organization of the Teaching Profession and Its Obligation to the Public

Address before Kansas State Teachers Association.
 Kansas City, Kansas, November 15, 1924.

By Jesse H. Newlon.

A NEW RESPONSIBILITY faces the teaching profession, a responsibility that is becoming increasingly clear cut and definite.

The first quarter of the twentieth century has marked an heroic period in the development of American education. The amazing growth in school enrollment which had its inception immediately following the Civil War has continued by leaps and bounds in the last twenty-five years. The high schools that dot the landscape from the Atlantic to the Pacific in city, village, and country, witness the faith which the American people have in education and the resulting tremendous growth in school attendance.

During the past twenty-five years the science of education as we know it today has been largely developed. We have come now to the time when teachers and boards of education everywhere are recognizing that teaching is a profession, that it is a science and an art that must be mastered through years of preparation and apprenticeship. The attendance on summer schools, the rapid growth in membership of the National Education Association and of state and local associations indicates the professionalizing of our work, and the public is recognizing the fact.

It has been said that the people discovered their schools during the war. Be that as it may, the people are tremendously more interested in the schools than at any other period in their history. For the most part this interest manifests itself in a genuine desire to improve the schools and to provide for the youth the best education which the land can afford. But there are those who for selfish or

other reasons would curtail the program of education and cripple the efficiency of the schools.

These conditions—first the enormous growth in enrollment, second the development of the science of teaching, and third the intense interest in education which the people are manifesting—present a challenge to the profession. The people realize the tremendous importance of public education both to the state and to the individual. They realize, too, that education is a professional job. They are looking to us therefore for the formulation and interpretation of policies, and herein lies our new task.

There is a vast amount of misinformation going the rounds concerning the work of the schools. Men like Pritchett of the Carnegie Institute, Butler of Columbia University, and others who are supposed to be intelligent, apparently are utterly uninformed as to the underlying principles of education and as to the significance of the curricula and methods in vogue in public schools at the present time. Such individuals voice the views of a small but influential segment of the public. The great mass of the people have the utmost confidence in the work of the schools. Perhaps some are entirely too complacent regarding the work of the schools, so that the Pritchetts and Butlers may be unwittingly serving a worthy purpose by arousing an interest as to what education is, what its processes are, and what ought to be the aims of the public schools.

The first point I want to stress is that the public is looking to us as never before for

advice in all matters pertaining to the improvement of the schools. When attacks are made the people turn to us for reliable information.

In the past generation the people provided such education as they could. They provided schools and teachers for them; but the school system has become so tremendous in size, so far reaching in its effects, and its methods have become so technical, that the people, consistent with the spirit of the age of specialists and of division of labor, are now looking to us for a formulation of policies.

If there is a defect then in the organization of the schools of Missouri, the teachers of Missouri have a tremendous responsibility to find a remedy, and the remedy cannot be found and applied by a few men and women among your number. The task requires the understanding and active interest of every teacher and executive in the state.

In the past twenty years students of educational administration have rather generally agreed upon what is the best method of organization, of administration, and of finance, as applied both to rural and city schools. Consistent with these findings programs should be worked out by the profession for submission to the public in this state and in all others where the schools are handicapped by faulty organization.

A problem which is consuming much attention from teachers and students of education at the present time is that of school curricula. As a result of the scientific investigations which have been going on in the past two decades, and which will be carried on to an increasing extent in the future, school curricula and methods will be profoundly modified. There is evidence that the schools are already getting results far beyond those attained by the past generation. The public is expecting us to formulate our educational programs and our methods of instruction, but at the same time it very properly expects to pass judgment upon the programs which we develop.

The question arises as to what extent can the layman understand the principles underlying an educational program, and the details of that program. My answer is that the layman can comprehend the principles and methods of education to a far greater extent than we are accustomed to think. It is true that our work is professional, has a highly developed technique, and a terminology of its own, all of which the layman will not and should not waste time in trying to understand. But on the other hand he can understand the broad general principles upon which this program is based, and can pass judgment upon its effectiveness. This is the process of democracy. The people support the schools.

An illustration from another field may make clear the point that I have in mind. The last hundred years has marked a revolution in the field of medicine. The past century has witnessed the discovery of disease germs that cause many of the ailments of the human race and of methods of combating the ravages of these germs. It has witnessed the introduction of anesthetics, and the consequent amaz-

ing developments in the field of surgery. It has witnessed the use of vaccine and inoculation for immunizing against diseases. A long catalogue of discoveries in the field of medicine might be given even by an intelligent layman. There is perhaps not a person within the sound of my voice who is incapable of understanding the germ theory of disease, and who is not capable of passing judgment on whether or not the medical profession has been able to demonstrate the validity of this theory. As evidence that the medical profession has demonstrated the validity of the theory, millions of dollars are being spent by the states in the erection and maintenance of buildings and laboratories for medical schools.

The deliberations of a medical society, or the proceedings of a classroom in a medical college would perhaps be for the most part beyond our comprehension. The discussions would be carried on in terms that we would not understand and could not understand without years of study, but that does not mean that we as laymen are incapable of passing judgment on the work of the physicians.

In a similar manner we are not engineers, but we pass judgment daily on the work of engineers. We are not lawyers, but in the long run we are able to ascertain whether or not the courts of the land are performing their duties.

What can we do in our profession by way of informing the public as to the aims and purposes and methods of education? Any intelligent layman, when the facts are once before him, can see why a large administrative unit results in a better school than a small unit. Let us think of those words which in a measure have marked the development of the science of education in the past twenty-five years.

Statistical Method.

The statistical treatment of educational problems has yielded a most fruitful result. The statistical study of the teaching of spelling can be understood by the layman. He can understand how we have found what words are most frequently used and what most frequently misspelled, and why we should begin with the teaching of these words. In a similar manner he can understand much of the significance of word lists that have been compiled in the field of Latin, of the statistical studies that have been made as to the frequency of particular arithmetical operations, of the tables which show the facts regarding retardation and elimination.

Motivation.

Much of the misunderstanding that exists regarding the methods now commonly used in the schools would be cleared away if we took the time and the trouble to explain some of the more salient facts regarding the laws of interest and effort. The layman can understand that people do best the work in which they are most interested, and that it is therefore necessary not only to motivate the work of the schools but in a measure at least to determine what the work of the schools shall

be by the extent to which it is possible to motivate it.

Serialized Recitation.

The layman can understand why a recitation should not be a mere process of memorization; why a machine-gun fire of questions from the teacher is likely not good teaching. He can understand why the pupil must be given an opportunity to stand on his feet, do his own thinking, and express his thoughts completely. We might run through the whole gamut of the educational program as regards curricula and methods, health education, supervision, measurement, moral education, the importance of play, the needs as to buildings and equipment and supplies, but we will not find any field of school activity the salient features of which cannot be comprehended by the layman. In the very nature of things such must be the case in a democracy.

The layman can understand—he should understand—and the extent to which he will support an educational program will depend upon the extent to which he does understand what we are trying to do in the schools at least in terms of general objectives and results. The people have repeatedly expressed most substantially their faith in public education. There is every reason to suppose that the public will attach more importance to the value of education in the years to come than in the past, but they will scrutinize more closely increasing expenditures as the years go by. It is good for the program of education that this be done. A sympathetic, alert, somewhat critical public will result in better schools. Such an attitude on the part of the public will be one of the finest stimulations that the profession can have.

My plea, then, is that we recognize this problem of explaining to the layman as we never have in the past the purposes and the methods of education. This must be done in part by every teacher and by every system of schools. It is incumbent upon every superintendent of schools to organize the educational forces of the system under his supervision for the carrying out of this program of lay education. The teacher in the classroom should be capable of explaining to the interested patron the salient features of the course of study and the method which he employs. The principal and the teachers in a given school should see the problems of that school from the standpoint of the needs of the system as a whole and should be centers of information concerning a city or county-wide educational program. The position of the principal is strategic. He is the leader and adviser of his community educationally. The superintendent of schools and his associates must be capable of going before lay groups to explain clearly and somewhat in detail the educational program of the school system.

There is need for state leadership. The educational problems of this state cannot all be relegated to the individual school districts. There is not a district in the state, not even St. Louis or Kansas City, that can solve all its problems alone. The schools are dependent upon the state for their very life and

being. They are the creation of the state and not of the local communities. School legislation affects every part of the state, and I give it as my opinion that there are certain functions of administration and supervision and leadership that can only be discharged by thoroughly well organized and supported state departments of education. There are some school problems in Missouri that can be solved only when you all work together, and much of the leadership must be supplied by the state department of education.

We might carry this line of reasoning a step further. There are problems of education that are nation-wide in their scope—problems of research, problems of illiteracy, problems of physical education, of teacher training, problems of rural education. There must be national leadership for the solution of these problems, and that is one of the reasons why the teaching profession stands today for the recognition of education as one of the nation's most important problems. Recognition of education is not only worthy of an administrative department in the national government with a secretary in the President's Cabinet, but it is in dire need of such leadership.

I hope that I have made clear the point that in meeting our new responsibilities we must act not only as individuals but as a profession. We are held responsible as a group for the formulation of policies. That is the reason for the existence of the National Education Association and for The Missouri Teachers' Association. The National Education Association provides a clearing house for an exchange of ideas upon all vital educational problems. For sixty years it has provided a national forum for the discussion of our educational problems, and the influence which the National Education Association has had upon the development of our public schools has been incalculable.

Today the National Education Association enrolls over a hundred thousand teachers. It has a headquarters staff consisting of fifty employees, including highly-trained secretarial ability and leadership. It is the coordinating influence in our profession. Its departments touch almost every field of educational activity.

Paralleling this National Education Association we have our state associations, which have grown by leaps and bounds in the past twenty years. Many of these associations maintain full-time secretaries and competent headquarters staffs, and have splendid achievements to their credit. They are devoting their energies to a study of peculiarly state problems. Paralleling the development of our state and national associations has been the development of local teachers' associations.

In Denver we have our Denver Classroom Teachers' Association, which enrolls all of the classroom teachers of the city, a strictly professional association, concerned with the study of the major educational problems of the day, co-operating to the last degree with the administration in presenting to the community the facts concerning the needs and

the methods of the schools. The Principals' and Directors' Association is an association of supervisory and executive members of our staff, co-operating in exactly the same spirit as does the Classroom Teachers' Association.

In these voluntary associations, local, state, and national, we are coming together as a profession to consider our distinctly professional responsibilities. Through these organizations we are contributing to the formulation of educational policies and to the development of methods, and we are helping to interpret our educational program to the public.

That these associations are functioning is

evidenced by the situation in the National Education Association. The demands upon the headquarters staff and on the committees and departments for service far exceed our ability to meet them.

The protection of our selfish interests must never be the primary purpose of teachers' organizations. The first purpose must be service to the children of the state, through the formulation of policies based on sound investigation and research and the interpretation of these policies to the people. Our aims must always be professional. We must always put the public's good above personal considerations.



The Educational Outlook in Missouri

By Chas. A. Lee, State Supt. of Public Schools.
An address delivered before the Convention
of the M. S. T. A., Kansas City, Mo.,
Nov. 13, 1924.

MR. CHAIRMAN, members of the Missouri State Teachers Association, and friends:

Many of the things I shall say I have said many times, but they need to be said again, and especially at this time. Instead of a general theme on "The Educational Outlook in Missouri," I will confine my remarks to only one phase of the subject, namely: "Needed School Legislation." But before beginning the discussion of this topic I wish to call to your attention to two danger signals confronting public education in our state. This is not merely my personal opinion, but it is the opinion of hundreds of the patrons of public education gathered in personal consultation with them. These two danger signals, are lack of emphasis given to the elementary schools, and the over emphasis given to competitive athletics.

Emphasize Elementary Education.

Nine-tenths of the trouble which has arisen in consolidated schools materialized because too much emphasis has been placed upon the high school and the elementary schools have been neglected after the consolidations were formed.

Patrons of public education tell me that prior to consolidation they had better buildings, better equipment, and better trained teachers in the outlying districts than they have had since consolidation. If we are going to place all the emphasis upon the high school in consolidated districts and not improve our elementary school commensurately, then I do not think we should consolidate.

Consolidation should improve the elementary schools as well as provide for high school facilities.

During the last few years the curriculum in the high school has expanded enormously while the curriculum in the elementary school in the small community has remained practically the same. Under our present system we have the best trained teachers in the high school, pay them the largest salary, and have the best buildings and equipment. I do not think we should emphasize the high school any less, but in our enthusiasm for high school work let us be sure to keep our elementary schools on the same plane as we do our high schools. In fact I would like to see a few schools start a single salary schedule. I would like to see them pay the same salary for grade school teachers as they do for high school teachers provided they have the same training and experience. Why should progressive teachers with good preparation not be encouraged to stay in the grades? I would like to see them do this even if they have to cut something out of the high school curriculum. All the children go to the elementary schools, but not all go to high school. Hence we must look well to the quality of the elementary schools, the sole public school contact with all children.

Health Education.

The war revealed the fact that practically one-third of the young manhood of this nation were unfit for military duty. Contrary to all belief the largest percentage was found in

rural sections. The schools have not lived up to their great responsibility along this line. Instead of fostering a system of health education for all the children we have been devoting our money, time, energy, and enthusiasm to a system of competitive athletics for a chosen few who needed health education the least. The patrons of public education realize that we have been paying too much attention to competitive athletics and have been neglecting health education. A thorough, universal system of health education for all the children in the school system instead of our old system of competitive athletics for a chosen few is one of the big problems confronting us at the present time. I am not against competitive athletics as such, but I am against the over emphasis which has been given to competitive athletics at the expense of a thorough system of health education. As State Superintendent I cannot defend competitive athletics until we have provided thorough courses in health education for all children. After this has been provided then we will be in a position to defend competitive athletics.

The physical education law requires the State Superintendent of Schools to adopt and promulgate such rules and regulations as may be necessary to secure courses in physical education to all pupils and students in all public schools and in all educational institutions supported in whole or in part by the state. The law further requires all teacher-training institutions to provide courses in physical education for the proper preparation of teachers to carry out the rules and regulations under the act. In compliance with the provisions of this act policies have been formulated, standards adopted, and courses planned, and I am pleased to report to you that practically every school in the state, including the rural schools, has a program of health and physical education and that substantial progress has been made in this important phase of education.

Needed Legislation Must Be Based on Unity of School System.

Needed school legislation must be based on the unity of our public school system. It begins with the rural and elementary schools, and includes the high schools, the state teachers colleges, and the University. Of course, we have separate departments in our educational scheme, but when we speak and think of education we should always think of it as unity, as one thing. All persons doing educational work have their part to do in this great program. We are bound so closely together, educationally speaking, that we cannot have a poor rural school even in the remotest corner of the state without affecting, in some measure at least, our entire educational program. Any constructive school legislation must be based upon the fundamental proposition that education in Missouri is a unity and that the future citizenship and greatness of our great state depend upon the full development of our entire educational program.

As I view the situation needed school legislation may be grouped under two main head-

ings, first: A more simplified and uniform method of granting certificates, and second: Providing high school opportunities for all the boys and girls of the state.

Certification Measure.

A well trained teacher in every school room would be our greatest educational asset. At the present there is considerable agitation about raising the requirements of the legal profession. I am for it but I do not think we need well trained lawyers any more than we need well trained teachers.

If there is one thing the Department is striving for above all others during this administration it is this, "To make teaching more of a profession than it has ever been." May I ask, did you ever hear of any one practicing law for three or four years before they began teaching as a profession? Or did you ever hear of any one practicing medicine for three or four years before they began teaching as their life work? I maintain that it takes just as much knowledge, just as much skill, just as much practice, and a great deal more patience, to be a good teacher than it does to be either a good doctor or a good lawyer.

One of the greatest handicaps concerning the training of teachers is the lack of uniformity in granting certificates. We now have 124 different agencies issuing 37 different kinds of teachers certificates. We grant certificates by every method known. More than one-half of our certificates are obtained by examination, the applicant writing on from eleven to sixteen different subjects with a maximum of ten questions on each subject. If we are going to grant certificates by examinations let us reduce the number of subjects required so that the applicant will not have to write on more than five subjects. Select enough questions on each one of the subjects so you will really test the applicant's ability on a few subjects and not make a guess at all of it. Last year the State Department graded 46,000 examination papers. I am sure if any of you will come to Jefferson City and grade about 2,000 of these papers you will know a great deal more when you get through than you did before. We found out that the primary function of spelling was the teaching of little words in the first grade and the secondary function of spelling was the teaching of longer words in the second grade; that Price's Raid through Missouri in 1864 was concerning the pure food law and Dr. Price's Vanilla became very popular as a result of this raid; that the qualifications of a United States Senator are, that he must be able to read and write the English Language and must not have been in a prison or an asylum; that Alexander Hamilton invented the sewing machine; why we even found out that the Mormons were so economical they permitted one man to marry several women in order to save men.

I cannot prophesy just when a measure of this kind will be passed but wish to call the need of such a measure to your attention. I also wish to say that the teachers of Missouri will never be able to be of the fullest service possible to the boys and girls; that the patrons of public education will never re-

ceive one hundred cents worth of service for every dollar expended and that our public school system will never be what it really ought to be until we have a more simplified and uniform method of granting certificates than we now have.

The training of teachers is the biggest task, educationally speaking, confronting us. Our teacher-training institutions are doing a fine quality of work. The enrollment is the largest in history. The number certificated last year will almost equal that of any two previous years. They are in a position to be of greater service in the future. If they are to perform this service they must be well financed during the next few years. All persons interested in public education should be strongly in favor of liberal support for the state institutions engaged in the work of training teachers. If the school of Education of the University of Missouri is to function properly it must have better buildings than it now has. I favor the School of Education having as good buildings as has any other division of the University. Some of the teachers colleges, especially Kirksville, must have some new buildings at once if they are to function properly.

We also need four colored summer normal schools of high school rank for the training of colored teachers. These should be located so as to serve the largest number. It would not cost more than \$15,000 for the biennial period to start these four schools, each having a term of ten weeks and employing three teachers.

The problem of training rural teachers is perhaps our greatest immediate problem. The teacher-training law passed in 1913 was designed to accomplish this. It has worked better in some sections than it has in others. On the whole I think we will have to say the law has been very beneficial. If some means could be worked out whereby teacher-training graduates could be guaranteed a position I believe it would function efficiently for a few years.

Last spring Clark County had seventeen graduates and only one of them secured a position. Moberly had thirteen graduates and only two secured positions. I believe fully one-half of the teacher-training graduates last spring failed to secure positions. The number was a great deal larger in the northern part of the state.

I believe we have reached the state of development in our work of training teachers where we ought to place the professional work above the high school level.

After giving this considerable thought I wish to offer the following as a tentative plan for your consideration for training rural teachers in place of our present high school teachers training law.

Proposed Plans for Training Rural School Teachers.

1. Place all courses in the post-graduate year of high schools.
2. Establish one school in each county except in counties where state teacher-training

institutions are located.—Schools to be located by representative of State Department of Education and representative of state teachers colleges.

3. Reimburse each teachers college to the amount actually paid the teacher-training teacher provided it does not exceed \$2,400 per year for each school in the district.

4. The teachers of such schools shall be selected by the Board of Regents of each college and approved by the State Superintendent of Schools. Such teachers must meet the requirements of regular faculty members of the teachers college. However, capable teacher-training teachers now in service not meeting the above requirements may be retained provided they earn at least eight hours of college credit per year until the requirements for the master's degree or its equivalent is met. Such teachers shall be employed for twelve months and may be used for summer school work in the teachers colleges and for work in the State Department of Education during the summer months.

5. The State Department of Education will have administrative control of such schools and the teachers colleges will provide special supervision for the improvement of classroom instruction.

6. The local boards of education of such schools will be required to furnish room, heat, janitor service, library, laboratory, and such other equipment as may be required.

7. The curriculum for such training will be formulated by the State Department of Education and by the Heads of Education Departments of the teachers colleges and shall include at least fifteen semester hours work in education courses, review work, and courses in English or social studies.

8. Students completing this curriculum shall receive thirty hours of credit in the teacher-training institutions of Missouri.

9. Upon the completion of the required curriculum and upon a written recommendation of the county superintendent of schools in the county where the school is located, the city superintendent where the school is located, and the teacher-training teacher, a two year elementary certificate will be granted by the State Department of Education. This certificate may be renewed for an unlimited number of times upon the recommendation of the county superintendent of schools where the person has taught, providing the holder of such certificate completes in residence an additional eight hours of college work in a standard institution during the life of the certificate.

10. All first grade, second grade, third grade, and third grade special certificates are hereby abolished. All persons teaching this year upon a first, second, third, or third grade special certificate shall have, upon the recommendation of the county superintendent of schools, their certificate changed to an elementary teachers certificate provided said applicant completes at least five semester hours of college work, or its equivalent in high school work, by September, 1925. It will then be subject to renewal the same as ele-

mentary certificates granted in the regular way.

This plan can be put into operation with a twenty-five per cent increase over the present appropriation. Some provision can be made to reimburse the county superintendents for what they will lose in examination fees. Provision can also be made for special examinations when absolutely necessary.

Inequality in Educational Opportunities.

Education is a state function and every portion of the state should offer the same educational advantages.

Nodaway County has 7378 children enumerated and has eighteen high schools, or one high school for every 409 children. Lafayette County has 5783 children enumerated and has fifteen high schools, or one high school for every 385 children. Douglas County has 4545 children enumerated and has one high school. Dent County has 3437 children enumerated and has one high school. Warren county has 2022 children enumerated and last year had neither a first class nor a second class school. Only two per cent of the total number of children in Bollinger, Osage, and Ozark Counties were enrolled in high school last year, three per cent in Camden, Douglas, and Maries Counties, and four per cent in Dent, Iron, Wayne, and Reynolds Counties.

Last Year in Caldwell, Clay, Lewis, and Shelby Counties twenty per cent of the total number of children were enrolled in high school, and in Clark, Clinton, and Holt Counties nineteen per cent of the children were in high school. The ratio varies from one student in five enrolled in high school in Caldwell, Clay, Lewis, and Shelby Counties to one in fifty enrolled in Bollinger, Ozark, and Osage Counties. This is not equal educational opportunity. The counties having the largest number of high schools and the largest enrollment are the richest counties of the state and the counties having the smallest number of high schools and the smallest enrollment are the poorest counties.

We cannot say that the wealthier sections are more interested in education than are the less wealthy sections. If we were to judge by the school levy the reverse would be true.

The average school levy in some of the different counties in the wealthier sections last year was as follows: Andrew, Atchison, and Caldwell 38c; Knox, Ray, Saline, and Carroll 35c; Audrain and Boone 33c; Cole 31c; and St. Charles 26c. The average school levy in some of the different counties in the Ozark region last year was as follows: Texas 66c; Taney 72c; Washington 62c; Wayne 60c; Shannon 84c; Scott, Laclede and Camden 74c; and Christian 69c. The poorer sections of the state at the present time are doing about all they can do to provide adequate high school facilities. It is the duty of the entire state to see that every child in the state has good educational opportunities. If I lived in a remote Ozark region the state would spend thousands of dollars, if necessary, to protect me and my family in my right to life, liberty, and the pursuit of happiness, but would not spend very much to educate my children. It is as much a duty of the state to educate its

children for citizenship as it is to protect them in their rights as citizens.

Providing Equal Opportunities.

We are all interested in our public schools and we are all interested in the improvement of them. Some of us differ as to methods. As I see it there is one thing we should do at the earliest possible date, and that is to place a high school within reach of every boy and girl. I do not mean in a figurative way but in reality. We all know that a large per cent of our boys and girls on the farms do not have the advantage of a high school education. Our rural schools have performed a noble task and I for one will not say one word that will take away one single item of glory. Everyone in my office was educated in the rural schools and taught in them. We have some splendid rural schools today. The great fault I have to find with our rural system of education is, "It doesn't go far enough."

In the last legislature there was a strong demand to remedy our school system by putting one-half of the state revenue in the public school fund. This year then instead of having \$4,116,000 to distribute, we would have had \$6,000,000.

Let us study the problem and see if this would have remedied the situation by helping the schools that really needed help.

In August we apportioned the state school fund which amounted to \$4,116,000. We apportioned it in the following manner according to law: first, so much per teacher employed, and second, so much for each day's attendance. If your school employed one teacher you received \$50.00 provided your school had an average daily attendance of fifteen, provided further, if you paid your teacher \$1,000 you received \$100.00.

Last year we had 799 districts having an average daily attendance of fewer than ten and 1599 having an average daily attendance from ten to fifteen. All told there were 2398 districts, rural schools in most cases if you please, in the state last year that received only twenty-five dollars apiece from the teacher apportionment of state moneys. Let's see where these schools are located. Thirty are in Douglas County, sixteen in Dallas, fifteen in Dent, ten in Hickory, twenty-two in Shannon, twenty-one in Bollinger, eighteen in Camden, twenty-one in Ozark, seven in Reynolds, and sixteen in Osage. From the location of the counties you will readily see that the largest per cent of these schools is located in the section of the state that really needs the money because as a rule the school districts in those counties have a small valuation.

In apportioning the money we found the following facts concerning some of the counties: Dallas County had 103 teachers, sixteen received \$25.00 and nine received \$100; Dent County had 93 teachers, fifteen received \$25.00 and six received \$100; Douglas had 128 teachers, thirty received \$25.00 and six received \$100; Hickory County had 73 teachers, ten received \$25.00 and seven received \$100; Shannon County had 108 teachers, twenty-two received \$25.00 and seven received \$100; Bollinger County had 103 teachers, twenty-one received \$25.00 and one received \$100; Camden

County had 93 teachers, eighteen received \$25.00 and three received \$100; Ozark County had 98 teachers, twenty-one received \$25.00 and four received \$100; Reynolds County had 73 teachers, seven received \$25.00 and three received \$100. In contrast to this we found that in some of the wealthier districts of the state no teacher received \$25.00 and practically every teacher received \$100.

We had 1163 teachers in the counties of Dallas, Dent, Douglas, Hickory, Shannon, Bollinger, Camden, Ozark, Reynolds, Osage, Stone, and Christian. We apportioned \$48.00 on the average per teacher in those counties, totaling \$56,700. In some of the richest districts we apportioned \$99.00 on the average per teacher and for the same number of teachers sent \$115,137. On the attendance apportionment we had two and one-tenth cents for each day's attendance per child. We had 1653 schools last year having a term of six months or less. Six months equal 120 days at two and one-tenth cents per day would make \$2.52 per child on attendance. In some districts they have ten months term or 200 days at two and one-tenth cents per day would make \$4.20 per child in attendance.

The apportionment of the state money is based upon the salary paid the teachers and the total number of days attended by all students. It is simply a case of "Unto him who hath shall be given and he shall have abundance, and unto him who hath not even that which he hath shall be taken away." The wealthy districts get most of the money. The poor, sparsely settled districts get no more than Mother Hubbard's dog got out of the cupboard.

Last year we had a number of rural schools that received only \$100 as their part of the state apportionment. In addition they received \$300 special state aid but then the state said you can't pay your teacher over \$60, \$70, and \$80 while in some of the wealthy districts no teacher received a salary of less than \$1,000. For the poor rural schools that received \$100 from the state apportionment and \$300 special state aid to receive any more money than they received this year the state school fund would have to amount to more than four times what it was this year, provided we apportioned it in the same manner. If, not only one-half, but the entire state revenue had been placed in the public school fund hundreds of rural schools would not have received one cent more money. Of course the wealthy districts of the state would have received more money but the real school problem would not have been solved. As I see it, better educational opportunities for all the boys and girls in Missouri can be provided only by first, providing larger school units than we have at the present time, and second, by using part of the public school fund as an equalization fund.

Community School Bill.

The county superintendents in their annual convention last spring unanimously adopted a resolution requesting the State Superintendent to draft a school measure that would pro-

vide equal educational opportunities to all the children of the state. This I have done to the best of my ability. It is called a Community School Bill. It will provide a first class elementary school and a four year high school within reach of every boy and girl with the funds which are now available, and not cost any district in the state more than fifteen per cent of its part of the state school funds. We carry on community trade, go to church in communities, work roads in communities, hold community gatherings, and in part engage in all other activities in communities, save we do not educate our children in communities. Why not adopt the same unit for education we do for our other activities?

I wish to say I am not arbitrarily tied to this bill. I am ready and willing to get behind this or any other measure that will tend to provide equal educational opportunities for all the children of the state. Now is the time for us to get together and thresh out our differences and unite upon a measure that will give the boys and girls of the country similar opportunities as offered to the boys and girls in the cities and towns.

The main object of the proposed Community School Bill as drafted, is, to place a first class elementary school and a four year high school within reach of every boy and girl. This is accomplished by providing larger school units and giving state aid to the districts that really need help. At the present time we have 9184 school districts. This bill proposes larger school units by putting the people in a community together for school purposes. This bill will reduce the number of districts in the state from 9184 to 2,000 or possibly 1,500. It provides for the establishment of community school districts for the entire state. There will be, in all probability, from ten to twenty per county instead of the number we have at present.

Each one of these community school districts will elect its own board of education which will have complete charge of the school system. They can keep their elementary schools as they have them at the present time, if they so desire, and in addition each community district will have a four-year high school. In this connection I wish to make my position entirely clear. I do not favor any form of public school organization in a democracy which does not provide for active participation on the part of the patrons of public education. That is to say, in a Democracy like ours, authority and control of public education must be kept close to the people. The right and value of local initiative must never be impaired.

Under the proposed measure the county is the unit for administrative purposes, and research work. The community district is the unit for local control, local initiative, and supervision. The people in each county will elect a county board of education who will have power to redistrict the entire county into community school districts, appoint the county superintendent of schools and such assistants as are absolutely necessary; to receive all reports and records required by law or by rule of the county board, and perform all

duties regarding public school records and reports which have heretofore been performed by the county clerk.

The people in each community school district will elect a board of education of six members, who will have complete charge of the schools of that district. Whenever any community district votes the constitutional limit for teachers and incidental funds the state will apportion said district enough money before apportioning the state school fund to enable said district to spend fifty dollars per year per child in average daily attendance. No district would receive state aid unless it voted the constitutional limit. This means co-operation between local districts and the state without the undesirable feature of centralization of power. The plan is based upon the theory that wealth should be taxed where it is to educate the children where they are. It means an equitable distribution of the revenue of the state for the education of its children; it means that our great centers of wealth should help educate the children in our less wealthy districts the same as they help build the roads in the poorer counties. It does not mean in any sense a centralization of power.

Permit me to restate that I favor any system of education which will provide better educational opportunities for the boys and girls living upon the farm, provided that system makes provision for active participation in the affairs of the school by the patrons of education and in no way destroys local initiative and local control.

I have heard the statement several times, "The proposed bill is all right if we could finance it." Calculations based on the last annual report show that thirty-six counties would receive special state aid under this measure. The amount varies from a few dollars in some of the counties to approximately \$75,000 each for Howell, Laclede, and Barry Counties. The total amount it will take for an equalization fund is \$1,250,000. This would release state aid now being given to the amount of \$550,000 per year, which leaves a net cost of \$700,000 or less than one-sixth of the total school fund. If this measure were to be put into

operation and we had the same money next year we had last the wealthy sections of the state would receive fifteen per cent less money from the state than they received this year.

"No person liveth unto himself and no person dieth unto himself" is an old adage but true. This applies with equal force to our educational situation. The type of citizenship we have in St. Louis and Kansas City today was not solely determined by the type of education those cities offered in the past but in large measure was determined by the type of education we had all over the state. The type of citizenship we have in the wealthy districts twenty or twenty-five years from now will be determined very largely by the type of education we have all over the state in the next few years. We are bound so closely together that we cannot have a poor school even in the remotest corner of our commonwealth without affecting, in some measure at least, our entire citizenship program.

The public school is civilization's insurance against the loss of its most valuable form of wealth—its ideals, its knowledge, and its habits of right conduct. The public school is civilization's method of insuring future progress. It offers a nation a chance to make a new start with each new generation. Its influence is deep seated. It deals with plastic children. It fixes in the child's developing nervous system ways of thinking and habits of conduct that will be a part of him throughout his life.

I cannot and will not believe that the people of Missouri want to take a backward step in education. There is no doubt in my mind but that the boys and girls of past generations have paid a large part of the cost of every war of history through decreased opportunities in education as they are doing in Europe at the present time. I am not in favor of the boys and girls of Missouri, or of this Nation, paying a large part of the cost of the last war through decreased opportunities in education. We must look to the future. We must look forward to the time when we have a first class elementary school and a four year high school within reach of every boy and girl and a well trained teacher in every schoolroom.

Picture Study for December

THE MADONNA OF THE CHAIR AND THE SISTINE MADONNA

The Artist

RAPHAEL SANZIO was born in sunny Italy more than four hundred years ago.

He was a fair faced, happy boy with large hazel eyes, thoughtful and dreamy, and with golden brown hair which floated lightly over his shoulders.

His father was an artist and belonged to a family of artists. When a very small boy, Raphael loved to play in his father's studio. He did the little tasks for his father such as cleaning the brushes and palettes. He liked to watch his father paint pictures of beautiful angels and Madonnas, and very often the angels were pictures of Raphael himself.

Raphael enjoyed all the beauties in everything about him. All his life was spent with artists, and even as a child he loved his paints

and brushes more than any other plaything.

When he was but eight years old his mother died and three years later he lost his father. Afterwards Raphael went to live with his mother's brother. It was through the help of this generous uncle that he was sent to the studio of the great artist, Perugino to study. The artist teacher was very fond and very proud of Raphael, whose work soon became even better than his own. After five years with this teacher he made his first visit to the beautiful city of Florence, where he saw some of the great pictures by Leonardo da Vinci and Michelangelo. New ideals and ambitions awoke within him and he was soon known and loved by the best artists in Florence. He painted many pictures, yet he was only thirty-seven years old when he died.

The Madonna of the Chair.

The mother is sitting in a low chair holding the Christ child lovingly in her arms. The mother is thinking of her baby as he nestles into her arms as snugly as a young bird in its nest. He looks and feels so safe and happy as his mother tenderly lays her head against his. Even tho her gaze is toward us, we feel she is thinking of her baby. He too, is looking out of the picture at us. How beautiful he is with his plump little limbs and playful feet.

The mother wears a scarf of bright colors over her shoulders and another one about her head. The Christ child's little cousin John the Baptist is looking at him. The young St. John carries a reed cross which one of the workmen has carved and clasps his hands in an attitude of worship.

There is a story which tells why this picture is round. The artist was walking one day when he passed two boys with their mother in a door yard. When he saw the lovely mother with her babe on her knee, he thought what a beautiful Madonna and child they would make. But he had no paper with him on which to sketch. He looked about and finding a cask or barrel that stood near by, made a sketch of this charming family group on the top of the cask. When he went home he painted his sketch in beautiful colors. This picture just as Raphael painted it, is in the city of Florence.

The Sistine Madonna.

Raphael's masterpiece was the Sistine Madonna painted in 1518 and which now hangs in the Dresden Art Gallery. It was so named because it was painted for the Church of San Sisto. This picture is not only the best but was the last and most spiritual of Raphael's many Madonna paintings. It is thought by some to be the most beautiful picture in the world.

Its theme is the transfiguration of loving and consecrated motherhood, and represents the Virgin supported on clouds and carrying the infant Jesus in her arms.

As we study the picture we seem to be looking thru a window opening into Heaven. The curtains are drawn aside, and faintly in the background is seen a cloud of cherub faces. Out of the cloud appears the Madonna, with the child Jesus in her arms. They are coming down to earth. The mother's robes are blown back by the wind, as she moves with swift, light step over the fleecy clouds. How earnestly she looks out at the world below. She is thinking of the sad people who need help. She holds the Christ child as if she were giving him to the world.

This Sistine Madonna is an ideal scene—a heavenly vision, in which mother and child are lifted above earthly surroundings. They seem to forget self in the thought of loving sacrifice and service to a needy world.

CHILD HYGIENE, AND SCHOOL AND HOME SANITATION

Department conducted by the
Missouri Tuberculosis Association

W. McN. MILLER, M. D. Editor

History of Christmas Seal Sale

EINAR HOLBOELL in Denmark on Christmas Eve, 1903, conceived the idea of using penny stickers at Christmas time to help tuberculous children. As a postal clerk in a small town, he saw countless stamps passing through his hands at this holiday season and appreciated the opportunity to help humanity. This big, benevolent Nordic, a personification of Santa Claus in appearance, is a Santa Claus in reality also, for he has brought to the world the greatest of all gifts—health. In 1907, through the influence of an article by Jacob Riis in the Outlook Magazine telling of the success of these Christmas seals sold in Denmark, Miss Emily P. Bissell of Wilmington, Delaware, brought the idea to this country. That year, through her efforts, \$1000 was raised to pay on the site of the first sanatorium in Delaware (called Hope Farm). There were 300,000 seals sold. Last year over 400,000,000 seals were sold. From 1908 until 1919 the Christmas seal sale was sponsored by the American Red Cross. The 1919 seal, however, carried the familiar double-barred cross,

the symbol of the crusade against tuberculosis and the official emblem and trade-mark of the National Tuberculosis Association and its 1400 state and local associations. Since 1919 the Red Cross has had no connection with the seal sale. This movement is organized and sponsored entirely by the national, state and local tuberculosis associations, to whom the proceeds from the sale go.

Importance of Concentrating Effort on the Child in the Tuberculosis Campaign.

In the first place the response of tuberculous children to methods of cure is more rapid than for adults. In a single decade between 1910 and 1920 CENSUS YEARS for which we have accurate age statistics the decline in tuberculosis mortality among infants (under 1) was 46 per cent, among children (1-14) 38 per cent, while among adults the decline was only about 25 per cent.

If, as Census figures indicate, there are 4,000 children of school age dying each year from tuberculosis, the community is losing in



the aggregate over 200,000 years of life. The life expectancy at birth is at the present time about 55 years and this remains about the same through the school ages, or at least until the age of 14.

If the cost to the county of educating a child averages \$100 a year and 4,000 children of school age die yearly the loss to the country is over a million dollars annually if we assume that each child has had three years of schooling. This is a direct loss in addition to the loss in life expectancy and productivity.

Trend of Tuberculosis in Missouri

YEARS 1911-1923

For the first time in the history of the movement for the control of tuberculosis in Missouri, death rate figures free from the up and down movement which occurs from year to year, the annual variation, covering a period of ten years, may be reported.

This annual variation is eliminated by finding the average of the death rate of three successive years and ascribing the average to the mid-year of the three, e. g., finding the average death rate of the years 1911-1913 and ascribing it to the year 1912, and that of the years 1921-1923 and ascribing it to the year 1922, the intervening period being ten years.

The figures thus attained may be regarded as approximately representative of real conditions and from them the true trend of the death rate, or of the incidence of the disease may be determined by apportionment of the total change in the ten years to each year, i. e., by dividing the percentage increase or decrease by ten.

The rank of the counties of the State in respect to the decline of the tuberculosis death rate, with the mean annual decrease or increase of each as thus apportioned expressed in percentage per year beginning with the county showing the highest percentage decrease in the ten year period follows:

1 Morgan	Dec. 7.7%	33 Polk	Dec. 5.4%
2 Schuyler	Dec. 7.7%	34 Phelps	Dec. 5.4%
3 Grundy	Dec. 7.4%	35 Bates	Dec. 5.3%
4 Worth	Dec. 7.4%	36 Reynolds	Dec. 5.3%
5 Benton	Dec. 7.2%	37 Madison	Dec. 5.2%
6 Moniteau	Dec. 7.2%	38 Knox	Dec. 5.2%
7 Bollinger	Dec. 7.1%	39 Carroll	Dec. 5.2%
8 Atchison	Dec. 6.7%	40 Johnson	Dec. 5.2%
9 Livingston	Dec. 6.5%	41 Lafayette	Dec. 5.1%
10 Ozark	Dec. 6.5%	42 Pemiscot	Dec. 5.1%
11 Carter	Dec. 6.4%	43 Crawford	Dec. 5.1%
12 Stoddard	Dec. 6.3%	44 Gasconade	Dec. 5.0%
13 Clark	Dec. 6.3%	45 DeKalb	Dec. 5.0%
14 Dade	Dec. 6.2%	46 Hickory	Dec. 5.0%
15 New Madrid	Dec. 6.2%	47 Nodaway	Dec. 5.0%
16 Warren	Dec. 6.2%	48 Daviess	Dec. 5.0%
17 Clinton	Dec. 6.1%	49 Dallas	Dec. 5.0%
18 Miller	Dec. 6.1%	50 Saline	Dec. 4.8%
19 Andrew	Dec. 6.1%	51 Audrain	Dec. 4.7%
20 Holt	Dec. 6.0%	52 Cooper	Dec. 4.7%
21 Harrison	Dec. 6.0%	53 Monroe	Dec. 4.7%
22 Clay	Dec. 6.0%	54 Montgomery	Dec. 4.6%
23 Caldwell	Dec. 6.0%	55 Washington	Dec. 4.6%
24 Wright	Dec. 5.9%	56 Randolph	Dec. 4.6%
25 Douglas	Dec. 5.9%	57 Pettis	Dec. 4.5%
26 Butler	Dec. 5.8%	58 St. Clair	Dec. 4.5%
27 Howard	Dec. 5.7%	59 Sullivan	Dec. 4.4%
28 McDonald	Dec. 5.7%	60 Christian	Dec. 4.4%
29 Cole	Dec. 5.6%	61 Osage	Dec. 4.4%
30 Lewis	Dec. 5.5%	62 Howell	Dec. 4.4%
31 Iron	Dec. 5.4%	63 Ripley	Dec. 4.4%
32 Cedar	Dec. 5.4%	64 Scott	Dec. 4.3%

Intensive studies made among school children have shown that about 10 per cent of all school children, under high school age, are underweight. This means that their resistance to all diseases as well as tuberculosis is lessened. If the community would spend in pre-natal and post-natal care, in school nurses and physicians, in health education work, in playgrounds and recreation even a quarter the amount which is now spent for education of these children, at least one-half of the tuberculosis deaths could be prevented.

65 Dent	Dec. 4.3%	89 Barton	Dec. 3.3%
66 Marion	Dec. 4.3%	90 Pike	Dec. 3.2%
67 Cass	Dec. 4.3%	91 Perry	Dec. 3.2%
68 Barry	Dec. 4.3%	92 Boone	Dec. 3.2%
69 Linn	Dec. 4.3%	93 Henry	Dec. 3.1%
70 Putnam	Dec. 4.2%	94 Texas	Dec. 3.0%
71 Lincoln	Dec. 4.2%	95 Dunklin	Dec. 3.0%
72 Buchanan	Dec. 4.2%	96 Webster	Dec. 3.0%
73 Mercer	Dec. 4.1%	97 Taney	Dec. 2.9%
74 Ste. Genevieve	Dec. 4.1%	98 Callaway	Dec. 2.8%
75 Gentry	Dec. 4.1%	99 Chariton	Dec. 2.8%
76 Jackson	Dec. 4.1%	100 Macon	Dec. 2.8%
77 Shelby	Dec. 4.0%	101 Jefferson	Dec. 2.8%
78 Platte	Dec. 3.9%	102 St. Francois	Dec. 2.7%
79 Pulaaki	Dec. 3.8%	103 Franklin	Dec. 2.2%
80 Wayne	Dec. 3.8%	104 Camden	Dec. 2.1%
81 Mississippi	Dec. 3.7%	105 Newton	Dec. 2.0%
82 Greene	Dec. 3.7%	106 Jasper	Dec. 1.1%
83 Cape Girardeau	Dec. 3.6%	107 Scotland	Dec. 0.7%
84 Oregon	Dec. 3.6%	108 Maries	Dec. 0.5%
85 Adair	Dec. 3.6%	109 St. Charles	Dec. 0.4%
86 Ray	Dec. 3.4%	110 Ralls	Dec. 0.3%
87 Laclede	Dec. 3.3%	111 Vernon	Inc. 0.03%
88 Shannon	Dec. 3.3%	112 Stone	Inc. 0.9%
		113 Lawrence	Inc. 1.5%

Corresponding information pertaining to the teachers' college districts of the state, excluding cities which throughout the period 1911-1923 had a population of 10,000 or more, follows:

1 Maryville, District No. 5	Dec. 5.6%
2 Warrensburg, District No. 2	Dec. 4.9%
3 Cape Girardeau, District No. 3	Dec. 4.4%
4 Kirksville, District No. 1	Dec. 3.8%
5 Springfield, District No. 4	Dec. 2.7%

The change for all cities having a population of 10,000 or more throughout the ten year period has been 44.5 per cent., or 4.5 per cent. per year; that for the State, outside such cities and St. Louis County, 41.3 per cent., or 4.1 per cent. per year; and that of the State entire, 42.0 per cent. or 4.2 per cent. per year.

The chief service rendered by the Missouri Tuberculosis Association in achieving these results and in opening this favorable prospect to view has been to promote and to foster health educational work in the schools of Missouri. To school and health officers, teachers and physicians and to the pupils of the public and private schools belongs the credit for arousing the widespread interest in personal health and for stimulating the sense of public health responsibility, finding expression in the passage of laws pertaining to public health and in promoting and securing their observance.

In the living spirit which thus has been engendered more than in the passing means or measures that have been employed, must we place our confidence in Missouri's maintaining her high standing in the reduction of

the tuberculosis death rate in the future. We still must carry on, renewing our effort, employing whatever new means or measures we may command, strengthening our faith from

time to time with new successes, refreshing our hope that in the near future "The Great White Plague" may be eradicated from Missouri.

ITEMS of INTEREST

MISS ELIZABETH L. WHITE RESIGNS

Miss Elizabeth L. White, State Supervisor of Rural Schools for the State Department of Education has resigned. January first she will leave the position she has held for the past two years and enter the University of Missouri for the purpose of completing the work for her Master's Degree.

For several years Miss White has been prominently identified with the educational problems



Miss
Elizabeth
L. White,
State
Supervisor
of Rural
Schools

of Missouri, especially in the field of rural education. As county superintendent of Vernon county her progressive leadership attracted much attention and her record in this field made her the most promising possibility for the position on Mr. Lee's staff which she was tendered soon after his election to the office of State Superintendent of Public Schools.

In her later position her work has been eminently successful. Under her direction a very effective organization for the state supervision of rural education has been formed. A corps of five field workers has demonstrated its ability to stimulate interest and to bring about improvement in rural schools. The State Course of Study has been revised and rewritten to meet more nearly the needs of rural and elementary schools.

Miss White's interest will continue to be in the field of rural education and it is hoped that after her additional study and preparation at the University of Missouri she will again enter the field of active service for the State in which her earlier work has been so extensive and so helpful.

WINNERS IN "ANNUAL" CONTEST

Miss Ida Seidel who had charge of the Art Contest under the direction of the Fine Arts Department of the M. S. T. A. reports the following as winners in the contest held in connection with the State Convention at Kansas City.

Class A: College Annuals.

First place: "The Ozarko" of State Teachers College, Springfield.

Second place: "The Ragout" of Central College, Fayette.

Class B: High Schools of less than 500 enrollment.

First place: "The Pirate" of Hannibal.

Second place: "The Cresset" of Chillicothe.

Third place: "The Mar-Saline" of Marshall.

Honorable mention: "The King Jack" of Webb City.

The books were judged on:

1. General appearance and theme.
2. Students' work.
3. Mounting and design of panels, cartoons and snapshots.
4. Cover design.
5. Number of students participating in art work.

It is hoped that more schools will enter the contest next fall when it will be held in St. Louis. The colleges of the State did not respond nearly as well as the high schools.

SHE WON THE STATE LETTER



Miss Ruth Smedley is a member of the Teacher-Training group at La Plata, Missouri. She is the proud winner of the state letter offered by the State Department of Education for accomplishment in athletic and health activities. The points on which Miss Smedley won this beautiful "M" were as follows: badge tests, 200 points; supervision of playground activities, 200; woodgatherer, 100; firemaker, 100; sportsmanship, 100; scholarship, 100. Mrs. Myra Gibson, T-T instructor at La Plata is to be congratulated for having one of her students among the few who won this distinguished honor in 1923-24.



Music is frequently thought of as being adaptable to only the larger schools, and this thought is often put forth as a reason for not having music in some of the smaller ones. This picture is of a very capable little orchestra composed of fifth, sixth and seventh grade pupils in a one-room school at Altenburg in Perry County, Missouri. Each child plays by note and music is a regular part of the daily program. The teacher is Mr. Henry Littge.



New Festus High School

The above picture was taken from the perspective drawings of Bonsack and Peerce, architects for the new Festus High School building. It shows a modern structure with rooms conveniently arranged to meet the requirements of the community as set out by the Board of Education and the Superintendent of schools. The exterior is faced with variegated mat brick, stone trimmings.

The building is 112 feet across the front and 72 feet deep, the auditorium section extending back another 56 feet. All three stories are above the ground assuring perfect light and ventilation with boiler and fuel rooms in the basement.

Two sets of stairways connect the second and third floors. All entrances are through vestibules into the main corridor which is ten feet wide, with a stairway at each end and doors lead from it to each class room. On the first

floor are located locker and toilet rooms, Manual Training and Lumber and storeroom, School Office, containing a fire proof vault for records, and Household Arts Department consisting of a sewing room and large cooking room.

The second floor accommodates three standard recitation rooms, and Science Laboratory (with dark room, supply closet, etc), and the commercial department having separate rooms for typewriting and bookkeeping with a glass partition to permit supervision over both rooms at one time.

The third floor contains three standard recitation rooms, teachers room, study hall and library adjacent with glazed partitions between them. The auditorium and combination stage-gymnasium is a feature of the plant. It has a standard basketball court on the stage where the entire audience may view the games and an auditorium with a seating capacity of

How does music educate?

By stimulating mental alertness; by reaching, awakening, and guiding the developing powers of the child mind. It requires, however, the judicious use of reproductions of the *real* music to secure lasting results.

Try these lessons in discrimination in your classes

One of these selections says "busy," one "quiet, contemplative, or dreamy." Which?

Nocturne in E Flat (Chopin)	Samaroff	6269
Caprice (Ogarew)	Powell	806

One of these says "happy," one says "sad." Which?

Waltz in G Flat Major (Chopin)	Moisevitch	55156
Death of Ase (Grieg)	Victor Orchestra	35470

One of these says "dance," another "gallop," another "march." Which?

Light Cavalry Overture (von Suppé)	Victor Orchestra	19080
War March of the Priests (Mendelssohn)	New York Orchestra	6464
Waltzing Doll (Poldini)	Powell	806

One of these says "elves," another "fairies." Which?

Golliwogg's Cake-Walk (Debussy)	Rachmaninoff	813
Scherzo—Midsummer-Night's Dream (Mendelssohn)	Philadelphia Orchestra	6238

Who can make up a story that seems to be suggested by either of these?

Funeral March of a Marionette (Gounod)	Victor Orchestra	35730
Ballet Music from Rosamunde (Schubert-Kreisler)	Kreisler	723

Have you secured attention, interest, concentration, discrimination? Have you aroused the imagination, the sense of beauty, the joy of discovery, the power of expression? Then you have contributed to the education of the children.



Educational Department

Victor Talking Machine Company

Camden, N. J.

450 on the main floor and 150 additional in the balcony, which is reached from the 2nd floor corridor. This arrangement will provide Festus with an excellent auditorium and stage. There are to be locker and shower rooms under the stage for the use of the Athletic Department.

Festus is a town of 4000 people and in this building are found all the features of a modern high school building. The good citizens recognized the value of the good high school and voted 20 to 1 for the bond issue necessary to build the building, even though they had but recently voted bonds for water and sewers.



The above picture is a group of those who celebrated homecoming day at the Smithville High School on October 17th. Features of the program were exhibits at the school building in which every department of the school was represented; one room was devoted to articles of interest historically; a contest in domestic arts, another in vocational agriculture were staged; a program of a literary character was given; a generous basket dinner was served; a football game was played and the program closed at night with a benefit picture show. Professor S. C. Richeson, high school inspector for Northwest Missouri was the guest of honor and delivered an address.

ONE THOUSAND DOLLARS AS PRIZES TO HIGH SCHOOLS

WILLIAM VOLKER of Kansas City, Missouri, has given \$1,000 to be distributed in prizes to the high schools of Missouri in which the largest proportion of the juniors and seniors win the high school letter offered by the State Department of Education. This is an innovation in the public schools of Missouri.

The letter offered by the Department is an "M" of blue chenille awarded on the basis of 1000 points of which the first 400 are:

For health and absence of	
physical defects.....	100 points
For good posture.....	100 points
For scholarship of 80 or above	100 points
For sportsmanship.....	100 points

200 points may be in some form of service, and 400 points must be in athletics.

The prize awards are to be distributed as follows: \$300 to go as a prize to the high school with 200 or more in the junior and senior classes making the best showing. Two prizes of \$300 and \$200 respectively to go to high schools having between 50 and 200 in the junior and senior classes. A prize of

\$100 to go to high schools with a registration between 25 and 50 having the highest percentage of winners, and a prize of \$100 to go to a high school with a registration between 10 and 25 making the best showing.

The State Department is offering this letter on the basis of characteristics which they deem most important in the student body. They are practically the same characteristics which form the basis of the Rhodes Scholarship award. We believe that everyone of these points will be an advantage to the student that wins.

Through the generosity of the Journal-Post of Kansas City it is going to be possible to offer the State Letter again to all winners this year, whether they are in public schools or private schools; whether they are college students or teachers now in the field.

NEW KNOWLEDGE

Striking evidence of the rapid growth of new knowledge is found in the announcement of the Publishers of the NEW INTERNATIONAL ENCYCLOPAEDIA that two additional volumes have just been added, covering the amazing developments in the last few years in all lines of human thought and activity.



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Everywhere there are men and women whose only hope for life and health is in the Tuberculosis Associations. Christmas Seals furnish the funds to bring these men and women sufferers from tuberculosis, back to health. When you buy Christmas Seals, it is *you* who are giving them the greatest gift that lies within the reach of man—the gift of life.

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Through the years covered by these volumes, so great has been the progress, so rapid the changes, it is the rare individual only who has at hand complete and definite facts in more than his own particular line of work, if in that. Certainly the average man has lost his way.

To everyone these volumes of new knowledge will come as a milestone marking the close of the most stirring and kaleidoscopic decade in all history.

**Contest to be Held in Connection With
National Conference of Music
Supervisors in Kansas City
March 30-April 3, 1925**

A music contest is to be held in connection with the Eighteenth Annual National Conference of Music Supervisors to be held at Kansas City on March 30 to April 3, 1925. Five states are to be represented in the contest, Kansas, Nebraska, Iowa, Oklahoma and Missouri.

Of course, as the convention is to be held in Missouri, the local committee is anxious that the convention state be well represented in this contest.

There are to be entries in boys' and girls' glee club, mixed chorus, band and orchestra. Six or seven groups from each with substitution of choral for instrumental or vice versa will be allowed.

Those who desire further information should address George Keenan, Westport High School, Kansas City, Missouri, at once.

Ideas Are Different

The Wise Man said in Proverbs—"There is that scattereth and increaseth yet more; And there is that withholdeth more than is meet, but it tendeth only to want. The liberal soul shall be made fat; and he that watereth shall be watered also himself." Here is the same in another form.

"You have a dollar,
I have a dollar.

We swap.

Now you have my dollar
And I have yours;

We are no better off.

You have an idea,

I have an idea,

We swap.

Now you have two ideas;

I have two ideas,

Both are richer.

What you gave you have,

What you got I did not lose."

—Exchange.

NEW BOOKS

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OUR PRESIDENTS. by James Morgan, author of "Theodore Roosevelt, the Boy and the Man," "In the Footsteps of Napoleon," etc. Pages 326 plus xviii. Published by The Macmillan Company. Price \$2.50.

This book contains brief biographies of our presidents including that of President Coolidge. It is attractively written, fascinating in its style and instructive in its content. The author has presented much of human interest in the brief space given to each president and has woven personal traits and interesting incidents about important historical events in such an artistic way as to dignify the one and vitalize the other.

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APPLIED BUSINESS ENGLISH, by Hubert A. Hagar and **APPLIED BUSINESS CORRESPONDENCE**, by Rupert SoRelle. Pages 280 plus x. Published by The Gregg Publishing Company.

"Applied Business English" is based upon an exhaustive study of various committee reports on the teaching of English, and the minimum essentials agreed upon in these reports are used as the basis for the text. Fundamental principles of grammar are clearly presented and punctuation is adequately treated.

"Applied Business Correspondence" treats mechanical forms, composition, qualities of effectiveness and types of business letters. Much illustrative material is provided.

GETTING ON IN THE WORLD, Prepared for Boys and Girls in the Seventh and Eighth Grades, by Charles McIntosh, County Superintendent of Schools, Monticello, Ill.

A brochure of thirty-one pages, which will inspire children to earn and save. Teachers who really want to establish attitudes and habits of thrift in their pupils will find in this pamphlet a very great help in this direction—good for supplementary reading and class discussion.

TEACHING ENGLISH IN HIGH SCHOOLS, by Russell A. Sharp, A. M., Department of English, Northeast High School, Kansas City, Mo. Pages 163 plus xi. Published by Houghton Mifflin Company. Price \$1.20.

The author very modestly disclaims the disclosure of any startling discoveries in "Teaching English in High Schools." He has consciously excluded novelties in method, device, and philosophy which have not been successfully tested under the practical conditions of classroom procedure.

Professor Sharp has expressed his thoughts in clear, forceful English, which in itself betokens a qualification not always prominent in teachers of this subject. Secondly, he expresses a deserved contempt for ex cathedra methods and desk-made theories which often discourage and even maim teachers who might otherwise be happy and successful in their work. Thirdly, he encourages initiative, open-mindedness and growth. In general, his treatment of the subject is such as will encourage and help the beginning teacher by offering her what the author considers the best in practical plans, devices, and principles and by discussing sanely and stimulatingly some of the common problems of the English teacher.

The book is one of the Riverside Educational Monographs edited by President Henry Suzzalo, of the University of Washington.

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A CHAPTER IN AMERICAN EDUCATION. Rensselaer Polytechnic Institution 1824-1924, by Ray Palmer Baker. Pages 170 plus viii. Published by Charles Scribner's Sons.

Doctor Baker is Professor of English in Rensselaer Polytechnic Institute and this book was originally planned as a memorial of the one hundredth anniversary of the foundation of that institution which has played such an important part in the history of education in America. In dealing with the history of this school at Troy which is the oldest school of science and engineering in any English-speaking country, which has pioneered in the advancement of the education of women, and in the fields of agriculture, and which has blazed so many trails that have since become well marked highways in education, the work has, quite naturally, taken in a scope much wider than its author's original purpose. It is a book that will be read with a great deal of interest by all students of the History of Education in America.

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